



# New - students, courses and pedagogy

On pages 20 and 21 we carry a series of articles about the further education colleges and how they are, and ought to be, facing up to the challenge of the 1980s. Lightning doesn't strike everywhere in the education service all the time. There is no doubt that further education is one of the places where the action is now. While the secondary schools wrestle with falling rolls and all the complex organizational and curricular puzzles which arise from declining numbers, the FE colleges are the focus of special attention because they have an essential part to play in plans to offer 16 to 19-year-olds something better to do with themselves than languish in unemployment.

Whatever the precise form taken by the Government's plans for making the New Training Initiative a reality - whether they follow the proposals of the Tebbitt White Paper or those of the MSC task group - there is bound to be a large increase in the number of young students passing through the colleges. The White Paper referred to an increase of 80,000 full-time equivalent places. The challenge to the colleges is three-fold: new students, new courses, new demands on teaching skill.

No one need deceive themselves into believing this will be easy or universally successful. What it does suggest is an enormous amount of detailed development - course development and staff development - in the colleges, with far too little resources available for the purpose. The new FE is going to place enormous demands on FE staff. Experience suggests that it will require attitudes and relationships which will be different from those which have traditionally prevailed.

## Comment

### The British abroad

The British schools that have grown up in most of the countries of Western Europe will have received little real encouragement from the Government last week (p.16). Though they must have been pleased by Mr William Shelton's announcement that HM Inspectorate will now visit their schools on a more regular basis, this is doing little more than tidying up what has been happening informally for some time.

## All the world's a stage

We live in a multiracial society with an education system that is gradually learning to recognize the fact. Acres of print and many well-turned speeches acknowledge this truth, and deplore the inebriated fact that in schools where a high proportion of pupils are non-white, there are still all too few black faces among the teachers. The percentage is likely to be no higher among specialists, such as the actor-teachers who travel from school to school with theatre-to-education performances.



about conservation in Africa might seem an obvious case for black casting, but in this case the one white member of the cast had to speak in East African dialect. A play in Japanese style is no less effective play by a company among whom there does not happen to be, on this occasion, one Japanese actor.

## No comment

"I am unhappy on several planes." Sir Keith Joseph, answering questions on the HMI report in the House of Commons Select Committee on Education, May 19, 1982.

## Second Opinion

### Strong in intention, weak in method

The Government's pamphlet introducing a new 17-plus qualification resembles a political broadcast in being more interesting than what it does not say than what it does say. It is strong in intention but weak in method. It does not recognize that the vocational nature of CEE is an intransigent vehicle for vocational preparation. The vagueness of its description of option type I together with such phrases as "a vocational bias" and "a balanced programme of general education" could well mean the survival of CEE in a form not in name.

Schools with sixth forms will seize the line and urge the adoption of CEE with a few periods of careers education and work experience as the content for option type I. Colleges of further education, using their current syllabuses for types 2 and 3, find it difficult, therefore, to avoid the conclusion that the current confusion of choice will remain. Indeed, all Sir Keith Joseph could do at the launching of the proposals was "offer the choice to those who have a slightly less informed choice than they have now."

Local authority leaders are worried that they may be penalized by the Department of the Environment over the payment of the award - since it was budgeted for last year and they could not carry cash not spent in the 1981-82 financial year over into the following year.

## Victory hailed as panel backs cost-of-living rises for London-based staff

by Richard Garner

Teachers' leaders were claiming a major victory this week as an independent arbitration panel awarded cost-of-living increases averaging 9.5 per cent for 108,000 teachers living in and around London - backdated to April 1, 1981.

The arbitration panel hearing the claim recommended pay increases of 17.5, 15.1 and 11.8 respectively for teachers living in Inner London, Outer London and the Home Counties, bringing their allowances to £24, £34 and £23.1 a year.

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## Court rules that rolls rise should be pay guide

by Biddy Passmore

Head teachers who schools increase in size should not get higher pay unless the increase in rolls is at least 20 per cent, the Court of Appeal ruled this week.

The heads of two Solihull schools had claimed that they should move on to a higher Burnham scale because of changes in catchment areas made by the local education authority.

Mr E S Vaughan, headmaster of Park Hall School, and Mr G B Gibbons, headmaster of Smith's Wood School, said their schools should move up from group 11 - a change which would have brought them a salary rise of about 2600 a year.

## Entry to Oxford may become less daunting

Oxford dons are to look at ways of cutting down on the number of papers in the university entrance examination, to make it less daunting for state school pupils.

This will probably mean deleting the general paper for some subjects and reducing the number of options in individual papers. The changes, revealed in *The TES* last week, would probably reduce the number of papers to three for most candidates.

## Two-year poly degree

A degree in two years will be possible for certain students at Wolverhampton Polytechnic from this September.

This follows the recent validation by the Council for National Academic Awards of a BEd in craft, design and technology for students already holding a Higher National Diploma or Certificate or the National Diploma in Design together with industrial experience.

## Cuts survey

The National Union of Teachers is conducting its first survey of the effects of cuts in education spending on primary schools.

The union is selecting three schools in every authority to highlight effects of the cuts and hopes to publish the results of the survey next month.

## Middle classes keep the flag flying for future sixth forms

by Phillip Venning

The fall in sixth form numbers is not likely to be as drastic as expected - thanks to middle class childbearing. Projections from the Department of Education have been revised to take into account the fact that the middle classes kept on having children in the sixties and seventies while the general birth rate was dropping.

Since then unemployment has persuaded an extra 50,000 a year to return to school, and the projections have been revised upwards. But the report does not make clear how long the DES expects the "unemployment effect" to continue. Nor has any attempt been made to take into account the Government's recently announced youth training measures.

The sudden relapse in the birth rate last year has added new confusion to predicting pupil numbers in the 1990s.

DES Report on Education No 97, May 1982. Pupils and school leavers: future numbers.

Worcester grammar plan protest. The National Union of Teachers has called on Sir Keith Joseph, the Education Secretary, to reject plans by Hereford and Worcester County Council to create a new style of grammar school in Worcester.

Multi-racial courses not a cure-all for minorities. Multi-racial education is a "misguided liberal strategy to compensate black children for not being white," a black sociologist claimed this week.

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One positive way to help BEAT THE EDUCATION CUTS! SUPPLIES FOR: THERMAL COPIERS, INK DUPLICATORS, SPIRIT DUPLICATORS, SCANNER MACHINES, PHOTOCOPIERS, OVERHEAD PROJECTORS. Scoop Offers! See Overleaf

# Platform

Sir Richard O'Brien looks back at the efforts of the Manpower Services Commission to provide future training opportunities linked with the labour market. It now faces the task of establishing a certification system

## The standards of performance

It is easy to rewrite history in one's own image. I don't want to pretend that when we launched the Work Experience Programme in 1977, and subsequently YOP in 1978, the conclusions of the MSC's Youth Task Group were already in our minds. But I can claim that from the beginning we hoped to move towards a transformation of the transition from school to work for the minimum age school leaver.

Why? Because it was becoming obvious that the demands of the labour market were turning away from the unprepared, untrained minimum age school leaver towards the experienced adult.

The recession may have been the apparent immediate cause - and the reason why there was the political

society - which is what further education ("life and social skills") is or should be about. Now the demands of the work place are essentially economic in that they centre on personal performance. They can be fulfilled only by basic training, further education and work experience. These should inculcate competence and motivation and adaptability.

Such attributes are easy to list, easy to perceive but difficult to quantify. Yet they are the constituents of economic success along with high investment and competent management.

As I said in a paper to NEDC following a discussion on quality: "Quality depends on the attributes people bring to work and therefore upon their motivation. If those I have met on UVP and YOP schemes are typical, the young will respond to working realities providing they are given the opportunity to sort themselves out, learn about work and understand the product or service to which they are making a contribution."

This is what the Unified Vocational Preparation programme (UVP) brought home to me and to others. On a larger scale the same message came through from YOP.

It was confirmed by the young, both to me and in the regular MSC surveys of participants. Because the young felt the programme, with all its inadequacies, was relevant to their futures the satisfaction rate remained high - about 70 per cent to 80 per cent. And this despite increasing scarcity of jobs and public criticisms of aspects of the programme.

What is needed in practice to prepare the young for work? It is generally recognized that this preparation should start in school. But even now, free of constraints, I refuse to pontificate to teachers. Why should I?

All kinds of developments are taking place all over the country. One such, the Anne Jones project, is certain to have important lessons for schools everywhere.

After the completion of schooling there should be an agreed, acceptable and validated period of vocational preparation for all minimum age school leavers to which the teaching profession can relate. The Youth Task Group's report now makes it possible to hope that aspiration will be long to be a reality.

It asks for time to be made available to the young so that they can learn how to cope successfully with change and with uncertainties (employment and, I fear, unemployment) in the 1980s. Ideally, this investment in time should include a period for assessment (difficult, as the Leeds North of England conference reminded me, but worth working on) further education, basic training is the chosen skill or trade and work experience.

There are problems of mix and balance here - and of the integration of work experience with the training and further education. Unless these phrases are translated into detailed programmes they are mere jargon and rhetoric.

Yet I am confident because I have seen such programmes in action with what seems to be excellent results. They can be expensive if they draw too heavily on educational provision, and, in such circumstances, run the risk of not being closely enough related to employer needs.

So the Task Group is right to emphasize the crucial nature of the employers' contribution by resting its proposals on the managing agent concept. The group's bridge leads to jobs available in the labour market.



Sir Richard O'Brien: 'I was influenced by French planning'

Yet to state this is to raise a difficulty: for the occupational structure of the labour market is changing and bringing with it changes in the nature of work itself. Old skills and trades survive - alongside new technology. In Corby one morning I watched bricklayers being trained in a temporary skill centre and in the afternoon saw technicians helped by new female recruits making potato crisps by watching over the operation of a new automated process plant.

How to make sense of all this? We got a clue from the *Foundation Training Issues* report from the Institute of Manpower Studies: "More of the jobs available demand skills which can be used across the bound-

ing and computer occupation are highly transferable." This emphasizes the break with British training traditions, away from job specific training to broad-based preparation for work. There is much to be done before we make a reality of this approach. But it will come.

Meanwhile, we should begin to record the progress of the young workers by appropriate certification. The certificate should record experience and the emphasis should be on what can be done. I am referring, of course, to the kind of competence based testing developed by City and Guilds, TEC and the FEU. And I am emphasizing the value and importance of work experience as a learning medium.

This education and training for working life on the basis of practical experience allied with basic training. It should not be regarded as a soft education and training option. If it is to be successful it needs to be followed by a period of skills training appropriate to the skill and job to be done.

Training is about standards of job performance - personal productivity - and about acquiring the potential for future jobs. It is about competence - but also about adaptability. The learning process in training includes instruction, practice of the task and experience in it. Put this way it can be seen how closely it links with the kind of work preparation programme which is now being developed.

The two learning periods should be developed in such a way that each complements the other. The Task Group makes this clear by stating that its proposals cover the first year of apprenticeship. The emphasis on standards of achievement is the common factor and the common motivation for trainees, trainers and educators.

Just as the mixture of elements is important to a vocational preparation programme so is the mix or balance of the key factors - practical instruction, experience and classroom-style teaching. In the programme of training, the aim is a training package which will help the trainee himself to achieve the standards of competence necessary to the successful performance of the task.

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Achievement in the skills should also be recognized by the appropriate statutory voluntary training bodies; such certification should enable the individual to move from job to job - or even from skill to skill - building on what he has learnt in his career.

How this certification is to be developed for the new technology based jobs as well as for the older skills is one of the major problems now facing MSC, ITBs and voluntary training bodies. ITBs have a good record in improving training methods and standards over the years; those which remain will be expected to take the lead in defining training needs and practices for new technologies.

There is much to be done. The dates stand out: 1983 - the last date of what we must all hope will be a comprehensive scheme of vocational preparation; and 1985 when standards of performance. Both can only be achieved.

Mr Richard O'Brien, chairman of the Manpower Services Commission, is to be chairman of the Engineering Industry Training Board from July.

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## Heads call for 16-plus caution

by Nick Wood

Head teachers are urging caution in the move towards a common system of examination at 16-plus.

The Secondary Heads Association, in its commentary on the Government's draft paper on the proposed new examination, points out that with many schoolchildren staying on to the age of 17, an examination at 16 may become increasingly irrelevant.

"The perpetuation for the great majority of our pupils of a qualifying examination at 16-plus may serve to reinforce an already artificial barrier between secondary and further education and between subject-based learning and skills-based and pre-vocational learning," it says.

The association rejects the Government's intention that the 16-plus examination should primarily be regarded as the entry point to employment. It says this is unlikely to make sense in the foreseeable economic climate.

It is also worried that the new examination will impose on children

a narrow academic curriculum suited only to the needs of a minority. "SHA would therefore press not for uncritical acceptance of the system proposed, and certainly not for the retention of the status quo, but for a period of reconsideration."

"We accept without reservation that the assessment of the secondary curriculum is necessary. We are not convinced, however, that this process must take place mainly or exclusively at the age of 16-plus, nor that it should mainly reflect, in its content and assessment modes, the academic needs of our most able pupils."

Mr Donald Ramsden, joint secretary of the 16-plus GCE/CSE joint council, said there had always been a "substantial minority" who believed the 16-plus examination should be scrapped. "The longer the delay the more likely it is they will win," he added. "But I don't see any satisfactory alternative. What would happen to the potential A level student and those children who want to leave school at 16 and go into jobs such as

banking and insurance?" Broad support for the Government's proposal came from the NAS/UWT, though it would like the Secretary of State to show greater determination in overcoming the difficulties posed by setting national subject criteria.

Chairmen of the 13 CSE boards emerged from a meeting with DES officials on Monday confident that the 16-plus exam will go ahead. But they made it plain they are seeking a positive announcement by the Education Secretary as soon as possible after January 1 next year. It would be regrettable if groups of boards felt forced to "go it alone," because they were becoming increasingly frustrated by the delay, they said.

Mr Desmond Foster, chairman of the Standing Conference of CSE Boards, said on Wednesday that early introduction of the 16-plus was all the more essential now that the Government was planning to introduce the 17-plus in 1984.

## 80 could be disciplined for action over transfers threat

by Richard Garner

More than 80 teachers could face union disciplinary proceedings as a result of the growing discontent among inner London staff over the threat of being compulsorily transferred to other jobs.

Thirty members of the National Union of Teachers from William Penn School in Southwark - whose headmaster, Mr Bob Richardson, is chairman of the union's action committee - are already facing disciplinary action, which could lead to suspension, as a result of joining the school's staff association's call for a one-day strike over a threat to put 12 of their colleagues at risk of compulsory transfer.

This week 22 NUT members at Thomas Calton School in Peckham staged a half-day strike in the face of a similar threat which could result in eight teachers being compulsorily transferred. One has been at school for 17 years.

Last Thursday, too, about 30 NUT members at Kingsdale School in Southwark staged a one-day strike, saying that up to 14 of their colleagues were told they may be at risk of compulsory transfers. The school was closed for the day, except to children taking examinations.

The teachers at Thomas Calton, which faces amalgamation with other schools in Peckham as well as the compulsory transfer threat, have also been warned they face disciplinary action from the NUT. A radio taxi was sent to the school to warn the teachers against taking action - but it arrived too late. So far no action has been taken against those at Kingsdale.

Teachers at Kingsdale are planning to lobby the Inner London Education Authority over the threat, and to hold a meeting with parents to discuss the reasons for their actions. In addition teachers in Southwark are pressing for a half-day strike of all inner London teachers to protest at the moves.

An IEA spokesman could not say how many teachers would face compulsory transfers this year. A total of 190 teachers had been redeployed last year, but the authority hoped it would be fewer this year as a result of the new agreement reached with teachers' leaders on re-employment.

Under this, teachers will be allowed to remain in their present jobs for another year - if they have not received another job offer by the end of the summer term.

## L.e.a.s face cash demand

Local education authorities were left in little doubt this week that they would have to find the extra cash if the arbitration panel considering the teachers' pay claim recommends increases of more than 4 per cent.

Sir Keith Joseph, the Education Secretary, announced on Tuesday that he had accepted the 6 per cent arbitration award to Scottish teachers.

However, he made it clear the Government would not be increasing the 4 per cent figure earmarked for wage increases in the rate support grant settlement.

The local education authorities have already said they were £24m extra to spend on teachers' wages as a result of the rate support grant settlement this year - and can only therefore afford to pay an extra 3.4 per cent.

## Board for Wales

The Government has set up an advisory board for local authority higher education in Wales. The board, which parallels that set up for England, will comprise a committee of eight local authority members, chaired by Mr Michael Roberts, Welsh junior minister. Industry and business will both be represented.

## Over-18s plan

An entitlement to up to a year's full-time education for everyone over 18 who is not in higher education is being considered by a Labour Party working group, chaired by Mr Philip Whitehead MP.

## Significant minority favour central funding

An analysis of people's attitudes towards the rating system indicates that a significant minority want education transferred to central government.

The Department of the Environment has told the House of Commons Select Committee on Environment that 152 of the 584 suggestions it received in response to the Government's Green Paper, *Alternatives to Domestic Rates*, supported separate funding.

They included 37 "major organizations" such as individual local authorities, charities, companies and

national or federated ratepayers' organizations; 25 "professionally involved groups or individuals" such as trade unions, MPs and councillors; and 90 representatives of the "general public" such as local ratepayers groups, political parties and small firms.

The statistics do not, however, give a breakdown of views about the three different methods of changing education finance mentioned in the Green Paper. Only one of those ideas - an education block grant - is being seriously pursued in Whitehall.

## 'Curbs on blacks' claim

by Sarah Bayliss

Mr Russell Proffit, a black deputy headteacher and Labour councillor in Inner London, this week accused school governing bodies of blocking the appointment of black head teachers, when they were politically active and involved in community affairs. He said he was leaving teaching partly because of this.

Mr Proffit, deputy head at Grinling Gibbons infant and junior school, Deptford, who is to become principal race relations adviser for the London borough of Brent, accused the Inner London Education Authority of "hypocrisy". There was a lot of handwringing and apparent concern about blacks in education, but the message had not been brought home to governing bodies.

"The authority is not doing enough to clear the issue at that level - to tell governors that being black and politically active should not be an obstacle," he said.

Mr Proffit, aged 34, said that in the past two years he had applied for eight headships in the ILEA, had been shortlisted only once and had not been promoted.

"Given my own experience with applications and being rejected, allied with the experience of others, I feel there is an obstacle put in front of people like me." He had been told on the grapevine that he was considered "too political".

Mr Proffit came to England from Guyana when he was 13, and is a



Russell Proffit... shortlisted once.

former president of the students' union of Goldsmiths' College. He founded the Lewisham Council for Community Relations and became a Labour councillor in 1974.

In his new job Mr Proffit will be based in the chief executive's office at Brent, where a third of the total population is from the ethnic minorities.

Mr Peter Newsam, ILEA's education officer, said: "There is a problem, and I recognize it, in ensuring that the authority's policy is effective in individual schools whose power to take decisions is enshrined in the law."

Next month the ILRA is publishing a report on equal opportunities. This will go to governing bodies which take the main decision in appointing heads.

## A SILVER JUBILEE

MONDAY MAY 13  
 LUNCH BOX  
 12.45 Thought for the Day  
 1.30 FOR SCHOOLS  
 2.45 LOOKING AND SEEING  
 3.15 SEEING GOOD TIME  
 4.45 JOLLY GOOD TIME  
 6.00 ANSWERS  
 6.30 TIME NEWS

LONDON (Channel 9)  
 Presented by...  
 12.45 LUNCH BOX  
 Your host is NOBLE GORDON  
 1.30 FOR SCHOOLS  
 Sir Keith Joseph, Chairman of the Schools Council, and Mr. Peter Newsam, Education Officer, will discuss the Schools Council's plan for a Curriculum Council and replacing it with two separate bodies for examinations and the curriculum. He envisaged a Curriculum Council consisting of about 20 nominees, most of whom would be teachers, funded jointly by the Government and local authorities.

In May 1957 the first publicly broadcast programme for schools was shown on the London and Midland stations of the Independent Television network. One programme was transmitted daily from Monday to Friday, 80 schools received the service.

Twenty five years later ITV provides more than eleven hours of television programmes weekly for infant, junior and secondary schools. In 1982-83 more than 28,000 schools will be receiving the service.

The annual programme booklet *ITV for Schools 1982-83* is in schools now



## Channel 4 offers peak-time education

by Carolyn O'Grady

Channel 4 will include multi-cultural programmes for primary school children and a pilot series for the young mentally handicapped. Mrs Naomi McIntosh, its senior commissioning editor of educational programmes, announced last week.

The opening of Channel 4 in November will see seven hours a week devoted to education. This output will more than double the amount of educational programmes for adults on ITV and programmes will go out at peak viewing times - 5pm to 7pm. But so far very little has been said about the content.

At a London press conference last week the Channel's commissioning editors released outlines of about two-thirds of this year's output. In its first year Channel 4 is devoting very little time to children's pro-

grammes. There might be more in the future, said Mrs McIntosh, but at present ITV1 was "in the midst of a major thrash around as regards children's programmes". Until a new policy emerged Channel 4 could not make decisions about its role.

Programmes already commissioned include a weekly magazine programme for the elderly on subjects such as health, diet, rights and money. Discussions on this are taking place with Age Concern. Help the Aged, the Centre for Policy on Aging and other organizations.

Another programme area - described as "for people with more time than money" - is aimed especially at unemployed youth. It is designed to introduce people to new activities.

Basic education will be ap-

proached in two years, said Mrs McIntosh. First by building on and adding to Yorkshire TV's existing series *Make It Count* and *Numbers at Work*. Second by commissioning a number of other series covering "coping skills".

A programme called *The Way the World Works* aims to help individuals or groups play a more active part as taxpayers, ratepayers, citizens, voters and neighbours. It will include two 10-part series on development issues made by the International Broadcasting Trust.

Other programmes include a regular magazine on consumer issues; a series which aims to increase visual awareness and a series on keeping fit both physically and emotionally.

Mrs McIntosh said the Channel 4 team were conscious that important

areas had been missed. These included: language and computers (because the BBC was heavily involved) and wild life and ecology (because they were covered in Channel 4 documentary series).

Decisions on science, technology, business and management programmes were awaiting policy announcements by the MSC and the Open Tech.

Channel 4 wanted to cooperate with the Open Tech if there was a role for a national broadcasting agency, said Mrs McIntosh.

Many of the channel's programmes will have back-up services and linked material. Books, pamphlets and cassettes were being commissioned from publishers and contacts made with interested groups.

## More fail to find work from Oxford

Unemployment among Oxford graduates has almost trebled over the past three years but is still running at only half the national average in graduates, according to the latest report from the university's appointments committee.

Among last year's graduates 53 per cent failed to find a job, compared with 2.2 per cent in 1978. The committee reports that the market was "perceptibly more difficult", with more undergraduates making use of its services and many having to find a job in the six months after they graduated - often at a lower level than they would previously have considered.

Nearly a fifth - 19.1 per cent - went on to further research and academic study, including 150 new reading arts subjects, an area where subsequent vocational opportunities are very limited, the committee warns. Fewer opted for teacher training because more women chose other fields of work.

Oxford graduates did well in the competitive examination for the civil service "administrative grade", accounting for 14 out of the 41 appointed and a further 11 declared "suitable" but for whom there were no jobs.

Vacancies were down in two traditional areas of Oxford recruitment: journalism and publishing. Fourteen graduates went into publishing, a drop from 22 the year before, with "only the most persistent and ingenious candidates" succeeding. In journalism, 23 got places, compared with 34 last year.

## RSPCA fill gap

Spending cuts have prompted some schools to ask officers of the Royal Society for the Prevention of Cruelty to Animals to fill in timetable gaps or provide free services, says the RSPCA's annual report.

The report also says that the society's education department is now putting new emphasis on working with teachers, and on running training programmes in animal welfare for student teachers.

## Boyson plea on voluntary places

Voluntary school places should not be reduced at the same rate as county school places, Dr Rhodes Boyson, education junior minister, told an audience in a London Roman Catholic school last weekend.

He also warned against the strong opposition to Church schools coming from some political quarters, particularly in London.

Speaking in the Cardinal Vaughan Memorial school, Dr Boyson reminded his audience that while school rolls were falling, the drop in demand for voluntary places was much less than the fall in demand for county places.

Parents continued to show they wanted voluntary schools and many, including Catholic schools, continued to be oversubscribed.

"As long as there is this demand it is nonsense to reduce the provision to below this demand. Any school places to be closed ought to be those that parents do not want, not the ones they do want."

## ACSET advises secondary surplus

by Bert Lodge

A Government committee has advised Sir Keith Joseph, the Education Secretary, to produce more secondary teachers than there are jobs available at present.

The surplus teachers could be used to improve pupil-teacher ratios, expand in-service training and encourage more pupils among the under-fives and over-16s, says the Advisory Committee on the Supply and Training of Teachers (ACSET), in a letter last week to the Education Secretary.

As the TES has reported, the committee has also suggested the shortage of primary teachers from 1985 onward may be met by retraining some secondary teachers for primary work.

Another source of primary recruitment should be to increase post-graduate certificate of education primary courses and possibly allow more jobs to go to re-entrants to the profession than the present estimate of 40 per cent.

The committee recognizes that as the demand for primary teachers will rise sharply in the late 1980s, the reverse will happen for secondary

teachers. However, it has refused to recommend the cut of 39 per cent in secondary PGCE and 33 per cent in secondary BEd of 1981 intakes which the situation will logically demand.

Apart from keeping up the output of secondary teachers in order to improve pupil-teacher ratios and expand in-service training to the long-desired 3 per cent per year, ACSET is also keen to safeguard the provision of PGCE courses which produce teachers of craft, design and technology, mathematics and physics and Welsh speaking teachers and of BEd courses in home economics, business studies, PE and CDT.

As forecast, the recommendations include continuing the 20 per cent reduction in PGCE intake for 1982 for another few years, then looking at the position again in 1985. The 20 per cent cut should also be applied to public sector BEd entries.

Up to 1985 the recommended intakes for secondary PGCE is 7,350 a year and for secondary BEd 2,250.

The committee would like to see the primary PGCE increase from 1,500 in 1983 to 2,100 by 1985. The

primary BEd should rise from 5,050 to 6,150 during this period in the committee's view.

After 1985 when the demand for primary teachers will have risen from under 3,000 a year now to over 7,000 the committee would like to see the PGCE primary intake rise to 3,200 a year, 1,000 in universities and 2,200 in the public sector.

The committee has added further reasons why it cannot recommend cutting the output of secondary teachers in simple proportion to the jobs available. "Towards the end of the decade there will have to be growth in provision and an adequate base must be retained for this."

"Much in-service training, including towards higher degree work, is linked to initial training for secondary teaching and the same is true for educational research. Deeper cuts could have serious consequences for this important work."

"In addition, there are the potential implications of the increased over-16 provision, including that stimulated by the New Training Initiative."

## More OU students are seeking aid

A record number of Open University students are now receiving help with their fees.

So far this year, 900 undergraduates have had their fees paid out of the Government's new £200,000 fund for unemployed students. A further 1,600 students who are not unemployed but who for some other reason cannot afford the fees have had them paid in full from the university's financial assistance fund.

This total of 2,500 is already much higher than last year's figure of 1,400, when there was no special help available for the unemployed.

The registration fee for a full credit course at the Open University is now £48 and students are often expected to attend a summer school - costing £27 - as well. Ordinary degrees require a total of six credits and honours degrees eight.

## Universities are told they may look for outside funds

by Biddy Pasmore

Britain's universities have been told they may seek extra funds from outside sources without fear of having their Government grant cut.

The promise was given in the letter sent to vice-chancellors last week by Dr Edward Parkes, chairman of the University Grants Committee.

The letter gives details of next year's allocation of grant, provisional figures for 1983-84 and a rough estimate for 1984-85.

Twelve universities have squeezed a slight improvement in their grant or student targets for next year out of the UGC. Half of them are the hard-hit technological universities.

But the changes are small, amounting to a total increase of 350 places in science, 20 in arts and an extra £2.8m in grant - they when compared with the overall university grant of nearly £1,300m.

As already announced, Salford is the only university to have won an extra year to implement the cuts. It

now has until 1984-85 to complete a reduction of one-third in student numbers and 44 per cent in grant.

Other universities granted improvements include Strathclyde, which can take 100 more science students next year than planned, mostly in engineering, and Bangor, which can take 60 more students in physical sciences. Bradford has been allowed 50 more engineering students and Surrey 50 more students in nursing studies.

In his letter, Dr Parkes advises universities against an across-the-board freeze on staff appointments, pointing out that it would cut provision disproportionately in subjects where staff are most mobile, such as clinical medicine and areas related to commerce and industry.

The letter sets out the allocation of next year's recurrent and equipment grant, together with provisional grant figures for 1983-84. Next year's grant allows for pay increases of 4 per cent.

For 1984-85, Dr Parkes says universities can make a rough estimate of their recurrent grant. By adding 5 per cent to the provisional figure for 1983-84. By then, all universities except Salford will be expected to have ended their three-year run-down period.

Mr Ian Murray, general secretary of the Trades Union Congress, has lent his weight to a lecturers' call for a new body to fund the universities. He said the TUC supported the view of the Association of University Teachers that the University Grants Committee was a totally unsatisfactory and unrepresentative body. He was speaking at the AUT council meeting in London last Friday.



International musician Kara Rachlin has been taking pictures for an exhibition at the Royal Festival Hall in June on the subject of deaf children and music.

The exhibition will be attended by the Prince and Princess Michael of Kent.

Kara Rachlin became involved with deaf children because his wife Ann Rachlin, founded the Beechcroft Fund for Deaf Children which helps youngsters towards speech via music therapy and also provides the instruments required.

The exhibition of photographs is being staged in the main wing of the concert by the singer Nancy Wilson and the National Youth Jazz Orchestra at the Festival Hall, in aid of the Beechcroft Fund for Deaf Children on June 29th, 1982.

The children photographed come from Park School for the Deaf, Basingstoke, Longwell School, Basingstoke, Ashgrove School, Pangnath, Bradwood School for the Deaf, Redington, Whitebrook School for the Deaf, Fallowfield, Manchester, and Mary Hare Grammar School, Newbury, Berks.

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E J Arnold

SETTING NEW STANDARDS

# School to work

Edited by Mark Jackson

A consortium of examining and validating bodies is to run the new 17-plus certificate. The Education Secretary has invited the CSE and GCE boards to join it.

feared that this might impose an impracticable burden on some schools. This is the real reason why the Government has abandoned its original intention of handing the certificate over to a vocational education body, which would be likely to insist on the inclusion of work skills in all courses.

Mr Desmond Foster, chairman of the CSE boards standing conference, says he thinks most of his colleagues will see the consortium as a great opportunity to join in a vital extension of provision in the schools. But not all the invitees are as enthusiastic.

# Now: education's answer to the NTI

First courses for the 17-plus will start in 1984 and lead to awards in the following year. But there is no date yet for its full introduction throughout the country's schools and colleges.

rather than higher education, but have not yet formed a clear idea of the kind of job they might tackle successfully, or are not yet ready to embark on a specific course of vocational education or training.

The Education Secretary describes them as the 40 per cent who are not particularly academic nor non-academic. They exclude those with the potential to take two or more A levels, those ready for vocational FE, and the pupils who should concentrate on getting O levels or CSEs as qualifications for particular courses or jobs.



would be deprived of information about those who did not obtain a certificate. Such an approach can identify young people who are academically able in particular subjects, but is unlikely to give much help to employers in judging the potential of young people who fall within a wide ability range and have followed a broad-based course of the kind described, in relation to jobs in which personal qualities may be as important as academic attainment.

BEC. The three English and Welsh local authority associations will each be represented by a member, and the Manpower Services Commission will be asked to nominate assessors. The consortium will be expected to use the resources of its member bodies and of other organizations.

The reason is money - as Sir Keith Joseph, the Education Secretary, made plain at a press conference to announce the Government's plans. To mount the practical courses for the new certificate may cost more than the Government is at present providing for the over-16s, and that, he says, "may affect the speed with which it can go into operation."

And, at the other end, although the Government is not prescribing minimum entrance requirements the certificate is likely to be beyond the abilities of those needing basic remedial help.

For the certificates to gain the confidence of employers and others, the candidates' performance in key subjects such as English, science and maths, will need to be externally assessed or moderated. This means, says the DES, that a body is needed to establish the new qualification.

On timing, the DES says: "The rate at which CPVE courses can be introduced will depend on the use of the resources available within the Government's cash plans. These plans provide for additional expenditure to enable more young people to stay on in school or college and for the maintenance of the present level of in-service training for school teachers.

Mr Wijesinghe said he believed he had been "fertilized" for not attending after-school staff meetings of the science department. He attended three meetings but stopped when he was instructed to do so by his union.

## Announcements

**THE ROCKEFELLER FOUNDATION ANNOUNCES TWO INTERNATIONAL PROGRAMS** plus the **BELLAGO STUDY AND CONFERENCE CENTER** Bellagio (Como), Italy

**An Inaugural Lecture PROFESSOR MALCOLM SKILBECK ON A CORE CURRICULUM FOR THE COMMON SCHOOL.** Wednesday 2 June 1982 at 5.30pm

**Announcements**

One of the objectives of option type 1 will be to give students more confidence in their ability to earn their living and a better understanding of what jobs they might be capable of tackling with enjoyment and success.

employment. The syllabuses might also cover aspects of the following subjects, among others: craft, design and technology, technical drawing and illustration and design.

But the statement disclaims any intention of establishing "any general equivalence with GCE or CSE grades, because the syllabuses for the new certificate, secure a clear run for it without competition from other qualifications, and get satisfactory arrangements for the transitional period.

Decide the title of the qualification; Produce appropriate syllabuses, both directly and by establishing criteria within which individual institutions may design part of a course;

Manage the expenditure incurred in the preparation of courses and arrangements for assessment, and the income from fees.

above. When local authorities review the pattern of 16-19 provision in their area, one of the factors they will need to take into account will be the access which young people in a locality have to the full range of CPVE options."

At his press conference the Education Secretary was at something of a loss to explain why anyone should choose to do so and so on, if the version of paid training that the Government offers is comprehensive enough, he says.

# Probationary maths teacher tells tribunal he was unfairly dismissed

A teacher who was sacked after failing his probation has claimed he was not given the necessary advice and assistance. At an industrial tribunal last week Mr Ronald Wijesinghe, a 54-year-old maths teacher, claimed he had been unfairly dismissed from the staff of Raynes Park High School by the London Borough of Merton.

## Chronic lack of courses in special needs

More courses are needed for teachers of children with behaviour problems, language disorders and physical handicaps, a special education expert said last week.

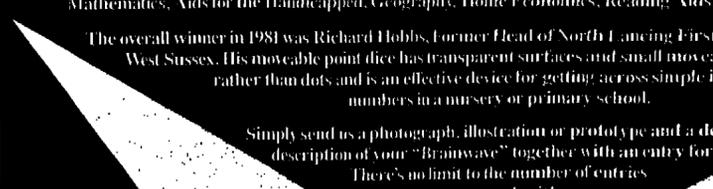
## Helping record archaeology

School children can make a major contribution to the recording of Britain's archaeological sites, before many of them are destroyed by modern building methods or new intensive agriculture, says an editorial in the latest issue of an archaeological bulletin for schools.

He agreed he had a pass degree in physics from Birkbeck College, London University, but stressed that for his BEd degree he had specialized in maths. Before coming to Britain in 1967 he had taught in Sri Lanka, mainly maths.

## Hestair Hope and The Times Educational Supplement. The Brainwave Awards 1982.

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from textbooks. Mr Massey stated that it was wrong to suggest that he and his staff had failed to encourage and coach Mr Wijesinghe in his probationary year.

## Helping record archaeology

School children can make a major contribution to the recording of Britain's archaeological sites, before many of them are destroyed by modern building methods or new intensive agriculture, says an editorial in the latest issue of an archaeological bulletin for schools.

Helping record archaeology. School children can make a major contribution to the recording of Britain's archaeological sites, before many of them are destroyed by modern building methods or new intensive agriculture, says an editorial in the latest issue of an archaeological bulletin for schools.

# Taking the first political step

Diane Spencer looks at the NATFHE issues

About 450 delegates representing the 73,000-strong lecturers' union, NATFHE, will today be making their way to Newcastle for their annual conference.

They could be set for a major battle over a proposal to change the rules to allow the union to affiliate to the Campaign for Nuclear Disarmament. If passed, this would not only open the door to more political campaigning, but could lead to affiliation with the Labour Party.

The rule change has the support of the executive, and as the conference and the national council is politically to the left of the membership, the proposal is likely to be carried - unless, that is, the branches have come down firmly against it during recent consultations.

NATFHE is already affiliated to 35 other groups including the Anti-Nazi League, the National Abortion Campaign, Amnesty International and the Chile Solidarity Campaign. So it seems to be no stranger to political campaigns.

However, its lawyers advised last year that the CND was different as it was "a political organization campaigning on an issue which affected all citizens as citizens rather than teachers as teachers".

NATFHE's rules restrict members' activities to educational issues and those of concern to the teaching profession, Mr Hugh Pierce, the union's solicitor, warned.

In a private session next Monday the CND affiliation issue will be settled (a two-thirds majority is needed to change the rules). But it could pave the way for a bigger row should members decide to wave the Labour Party flag.

But this could be only a minor skirmish during the three-day event. Pay, the New Training Initiative, the national body on higher education, education cuts and Sir Keith's attempt to dictate which subjects are appropriate for teacher training could provoke more controversy.

Mr Peter Dawson, the union's

general secretary, was reluctant to put his money on any one issue: "It is always fatal to predict."

He was, however, anxious to put the record straight on the new pay deal. NATFHE has just settled for a 5.8 per cent increase after being offered 2.5 per cent. It was endorsed unanimously this week but this was a foregone conclusion before the teachers' unions went to arbitration.

Mr Nigel de Gruchy, assistant secretary of the National Association of Schoolmasters/Union of Women Teachers was especially critical of what he saw as a precipitate settlement.

Mr Dawson said: "Apart from being incredibly wide of the mark in terms of its judgment of the negotiations, it is quite extraordinary coming from a junior official of a TUC-affiliated union that does not have bargaining rights in further education."

He pointed out that the management side offered 2.5 per cent compared with 3.4 per cent to the teachers. The Scottish marker was not the 6 per cent settlement in schools arbitration, but the 5.5 per cent Scottish FE settlement.

"In all these circumstances, a settlement in excess of 5.8 per cent, which includes a significant advance for a group of teachers whose promotion hopes have been thwarted by government policy, is realistic." But the conference may think otherwise.

A motion from the southern branch calls for a one-day special conference next December with full authority to determine salary policy for 1983. Others want better co-operation with other public sector workers to fight Government pay policy - an improvement to the campaign which began last year and was



Peter Dawson: salary deal is realistic successful in breaching the 4 per cent limit.

The Association of Polytechnic Teachers also came under fire from Mr Dawson. He said it was "quite disgraceful" that Sir Keith Joseph should have given the APT a place on the Burnham FE committee last December (an opinion which will be heartily endorsed by the conference).

Polytechnics play a major role in NATFHE, he said. Out of 12 Burnham representatives, five are from the polytechnics. "No way could it be said that polys were ignored," said Mr Dawson.

Will the New Training Initiative from Mr Tebbit herald the start of a golden age for non-advanced FE? It will, after all, amount to 80,000 new customers in work preparation schemes. But reaction, so far, has been cautious. The executive welcomed the Manpower Services Commission document, A New Training Initiative in 1981, but had reserva-

tions on the Government's White Paper.

Mr Dawson said that an enormous amount depended on the Government's reaction to the task group's reply and the willingness of local authorities to commit themselves to the scheme. But FE's role could be a substantial one and "we would want to cooperate".

The conference will debate this issue at some length. One motion from the West Midlands deplores the "contenance of the DES, the Inspectorate and the I.e.a.s. with the rapid growth of training initiatives by MSC. By pouring money into MSC, at the expense of FE, abolishing training boards and encouraging training in the work place, the Government is promoting training above education, diluting staff and resources and creating a second class system of FE in the 16-19 group."

The branch proposes that the union should get Government recognition for HE and FE's role in both education and training and get resources to back it.

Another motion from seven branches and the executive, supports the MSC's objective but suggests some amendments, including setting up a single Government department of education and training. It also opposes the "regressive proposals in the White Paper especially those amounting to compulsion on young people".

Reorganization at tertiary level could also have a big impact on non-advanced FE. NATFHE, not unnaturally, considers that the best place for 16- to 19-year-olds is in tertiary colleges, not schools. "Students have voted with their feet in any case," Mr Dawson said. "We think the system makes the best use

of resources and is the most rational."

But following the "eccentric" decision of Sir Keith Joseph on the Manchester proposals for reorganization, Mr Dawson is not so optimistic about their success. The union's adult education committee is asking the conference to ensure that tertiary colleges include provision for adult education courses.

The executive could get some flack for cooperating with the new national body on higher education. It agreed, it claims, after wide consultation and discussion, not without misgivings, to accept two places on the board.

The outer London branch wants the paragraph in the annual report explaining this decision, referred back to the executive. This means it was very unhappy about it and would like the union to get out.

Sir Keith is accused of attempting "political control of a very dangerous kind" by the western branch, when he attempted to advise the Advisory Committee on the Supply and Education of Teachers last year on which subjects were appropriate for teacher training. Members will be urged not to cooperate with the implementation of this "discriminatory circular".

Looking at the past 12 months, Mr Dawson said: "Taking FE in its entirety, it has been a hard-slogging year. We have had to face a government which has been operating on the basis that overall resources devoted to education are to suffer a substantial cut."

He was pleased that some parts of the FE system - non-advanced in particular - had "appeared to attract some Government praise, but overall, it is still cut, cut, cut".

Meanwhile, back in Newcastle, it could be that the only row to hit the headlines will be a possible demo by the militant feminist faction of the union against what is alleged to be a heavily sexist floor show at the civic reception tomorrow.

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## Job schemes, nurseries, meals and refuse collection . . . Richard Garner at the NUPE conference

### Slavery charge levelled as recruitment of YOP youngsters goes ahead

Youngsters on youth opportunities schemes are being "sold into slavery", the conference was told.

The claim was made when delegates gave notice of their intention to step up recruitment into NUPE of youngsters on work schemes, and agreed to sanction such schemes in future only if youngsters were paid the rate for the job and were additional to the present labour force.

The motion accused the schemes of "cynically exploiting the desire of young workers for full-time meaningful work" and "creating the danger that our members are being replaced by YOPs and CSVs and used by unscrupulous employers as cheap labour".

Miss Mary Ireson, from Swansea and district, said that the University of Wales had no YOP employees and said: "We're not going to have them working there."

She added: "Our kids are being sold into slavery. Imagine only having to take home about £23 a week. Kids on these schemes have no respect. They're there for only six months and then they're thrown out. If they're nice little boys and girls,

they're taken back. If they're not, or if they've joined a union, they don't get taken back."

Miss Ireson appealed to delegates to save youngsters "from the ball and chain", and added: "We've helped sell out real jobs for less than real jobs and fake training schemes."

Ms Anne Marie Sweeney, from Oxfordshire, said school meals staff in her county had taken strike action after the county council threatened to sack six school meals staff - and replace them with youngsters on a "Work For Tomorrow" scheme.

Mr Tom Sawyer, the union's deputy general secretary, said: "We must continue to teach out and organize young people on these Government schemes. It is of vital and crucial importance to them and vital and crucial to the existence of the trade union movement."

He also claimed that the government's New Training Initiative, which is designed to give work experience to all youngsters, would "cut wages and reduce skills and de-unionize the next generation of young people".

### War declared against privatization

School and educational establishments face sympathy strikes by council employees angered over moves to bring in private contractors to take over council services.

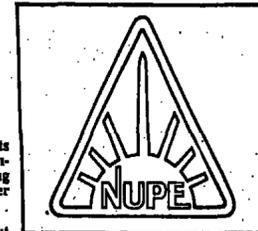
The conference declared an all-out war against the "privatization" of council services after hearing that Tory-controlled Wandsworth Council is handing over its refuse services to private enterprise, and other councils are likely to follow with as school meals.

A motion instructing NUPE's executive to support action against the use of contractors was backed unanimously by the 700-plus delegates.

Mr Brian Dean, a London school caretaker, said that caretakers in Inner London were already refusing to allow private firms to collect rubbish from schools.

Mr Eddie Jagers, from Harrow, said that if the motion was passed he would ask his members to hold at least a one-day strike.

Mr Pat Denning, this year's president, warned that the introduction of private contractors could lead to "graft and corruption".



### In brief . . .

● An incoming Labour government should be urged to repeal the 1980 Education Act, delegates agreed. In addition, it should reverse all cuts in public spending.

● School caretakers should received free rent, rates, lighting and heating in school accommodation, delegates to NUPE's local government committee's conference were told on Tuesday.

### Minister for under-fives campaign soon under way

A major campaign is to be launched by the union to persuade the government to set up a special ministry or department for the under-fives.

Delegates voted unanimously in favour of the move and also called for local education authorities to meet the demand for nursery facilities.

Miss Ann Harris, from Nottinghamshire, proposing the motion, said: "Provision is very, very patchy. In some areas it is reasonable but in others it is non-existent."

"Some cater for nought to five and others for three to five. It is very much a hotch-potch of a service and runs on the lines of 'make do and mend'".

She added that there was no real

commitment to nursery education and the belief that "a woman's place is in the home" was still widely held.

Miss Harris said that one in eight children belonged to one-parent families and with the present strains and stresses of family life - many parents were in desperate need of nursery education for their children.

On social grounds, it was absolutely essential (to provide) nursery education "if you've got a child at risk of being battered you can sit back and relax just a little as a social worker. In the knowledge that the child is being seen every day and there is any trouble you're going to get to know about it at an early stage," she added.

### Meals staff strike against new conditions of service

Fifty thousand jobs have been lost in the school meals service over the past three years, Mr Rodney Bickerstaffe, the union's general secretary-designate, told the conference.

However, employees in Kent and Devon are fighting back against attempts to impose new conditions of service on their school meals staff by taking strike action.

In Kent, where 6,500 employees are affected by the move, 500 members in North Kent are in their third week of strike action against the proposal.

According to Mr Ben Couldridge,

NUPE divisional officer, the new contracts would give the Tory-controlled authority the right to change the number of hours worked by employees at short notice and abolish the retention fee paid to members during the school holidays.

He said that teachers were supporting their action by refusing to stop up their level of supervision of children at lunchtime. Children were bringing in sandwiches to eat at midday. In addition, Kent minors had sent a message of support to NUPE.

In Devon, a one-day strike was being staged yesterday as the county

council, also Tory-controlled, met to consider plans to change its 4,000 school meals staff's conditions of service.

Mr Ralph Randall, NUPE area officer, said the Tory plan included asking parents to pay the cost of the whole term's school meals at the beginning of term. In addition, school meals staff would have to pay £3 a month for their meals and lose their holiday retention fee.

He added: "We have had support from other unions - including teachers. They realize that - if the county council gets away with chang-

ing one group of employees' conditions of service - it can do the same with others."

The conference passed a motion saying it was "appalled by the cuts in public services which will lead to the disappearance of the school meals service".

Meanwhile, new moves are under way to streamline the school catering service in Surrey, saving ratepayers £250,000 by selecting some 60 school kitchens to act as "main" kitchens and order food for up to six other schools.



Rodney Bickerstaffe (right) back

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TES 5





Letters continued

# Secrets that mustn't be kept

Sir - The parents whose case I quoted in the article "Private lives?" (TES, April 23), who were refused access to professional assessment reports on their allegedly ESN son did not come within the responsibility of the Lancashire local authority, although they were correctly described as a "Lancashire family".

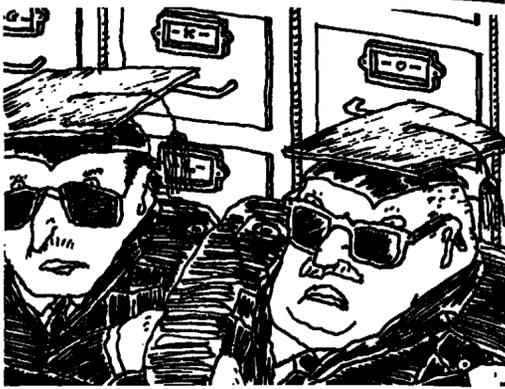
But in his letter (TES, May 14), Mr Andrew Collier, Lancashire chief education officer was less than candid about his own authority's policy on parental access to reports. When Lancashire replied to the Advisory Centre for Education's survey of i.e.a. policies on confidentiality, in November 1978, they said that matters concerning confidentiality of school records were left to the discretion of heads, "but that parents do not have a right of access to record cards". It would be good to hear that Lancashire has changed that policy, but I can only assume from Mr Collier's silence that it has not.

Perhaps his authority intends to be the first to provide parents with a right of access to all records and reports compiled on their children. When it happens, it will be a breakthrough likely to start a domino-effect opening up of secret records right across the country. The unilateral abolition of corporal punishment by one or two authorities started the inevitable trend towards the end of school child-beating.

Mr Collier suggests that the article should have mentioned the effects of the 1981 (Special) Education Act on access: he should buy the book *Containing Secrets* from which the article was extracted.

But unless the Government has a further change of heart before producing the all-important regulations under the Act, while it does encourage "openness and frankness" by professionals and i.e.a.s, it gives parents no right of access to records and reports. Lancashire, or any other i.e.a. could of course take a unilateral decision to give the many parents it serves this important right.

PETER NEWELL  
Children's Legal Centre  
2 Malden Road  
London NW5



## 16-plus biology

Sir - I should like to comment further on the letters by Mr Mackean and Mr Applin (TES, May 14), both of whom have clarified their positions on 16-plus biology.

Plainly Mr Mackean is not advocating that biology should be taught or learnt unscientifically. In his hands and a few others', perhaps, an experimental and investigative approach can be brought to bear on personal and public health, food production, conservation, pollution and biotechnology. In most hands, I fear, a biology consisting of these topics will degenerate into descriptive, non-heuristic chat, the data (if any) presented exclusively as handouts for discussion. This is the opportunity many biology teachers still reeling from the blow of Nuffield, have been waiting for.

I fear, in fact, that the approach of this biology will be that of social studies or rural studies or geography or current affairs. The inclusion of the physiology of digestion - a topic which is unlikely to be claimed by these other areas - is hardly changing the emphasis of the biology curriculum. Further, though Mr Mackean claims not to be distinguishing between "biologies", I note that "academic" is again used pejoratively to describe "details of DNA". I would have thought that any biologist has a duty not to keep these details to himself but to show why they are important in explaining basic processes besides being intrinsically fascinating.

Likewise, in steering wide of abstractions - for what reason is not apparent - Mr Mackean removes another dimension from biology. Some students, albeit the more able, like ideas. They are going to be disappointed with a biology that tells them useful facts about luteinizing hormone while keeping mum about the broader abstractions they exemplify.

Finally Mr Mackean's taxonomy of school subjects is crude indeed and really applies to parts of subjects rather than to whole ones. One category is omitted: (d) interesting and useless. Is it shameful to acknowledge that much good biology falls into this category, along with

much of literature and history and visual art? Only a Gradgrind would deny them educational value. It is this element, along with the disturbing capacity to see 25 years ahead and to impose his view of relevance on the individual student, that justifies Mr Mackean's viewpoint being described as "dangerous".

On the other hand, Mr Applin's suggestions have imagination and balance. What Mr Applin calls biology is bound to be more attractive to students than the market-oriented version being offered by Mr Mackean. Its broad evolutionary and ecological approach to diversity is likely to stay happily with a student for life.

B J WAREHAM  
24 Warwick Road  
Thorpe Bay  
Essex

## Practical benefits

Sir - The recent correspondence on maintaining academic standards at 16-plus is most interesting, but perhaps misses one salient point. In the past, grammar schools were so keen to keep the standard high that their pupils faced incessantly pressurized work, frequent examinations, and an emphasis on difficult subjects such as physics, Latin and maths. How different were the lives of pupils in less hot-house atmospheres! Their educational programmes included more drama, project-type work into which they could bring their leisure-time interests, and sometimes activities such as photography and visits to many places of interest were also arranged.

It seems no more than justice, therefore, that at least the most able pupils should be able to raise their noses from the grindstone to have a glimpse of such green pastures new!

Incidentally, the child of good academic ability is often very proficient at "nonacademic" types of activities such as gardening, and helping to organize the staff car-parks. Such skills certainly have their uses. In my own somewhat academic type of job, I frequently have to deal with screaming babies, jammed cupboard doors, and the problems with car-parking here would try the patience of a Solomon.

DAVID E COWELL  
Senior Educational Psychologist  
Education Department, Wiltshire  
County Council  
County Hall  
Trowbridge

## Anarchy awaits

Sir - Your article "STOPP must be good for Scott" (TES, April 23) has caused me considerable concern for it indicates that Mr Scott is no longer a practising teacher. I note, too, that STOPP membership, 1,000 strong includes about 300 people who are not teachers.

Frequently teachers complain to me about the ease with which people no longer teaching can tell them how their job should be done.

Now we have a situation where a vociferous minority, many of whom, including their leader, are not members of the teaching profession, virtually determining what the profession must do in a matter that will have grave consequences for the majority of the teachers.

In the same edition I see that the

NAS/UWT have from Manchester a "foot-thick file on teacher assaults." Teachers are now targets for vicious assaults and many schools it seems are no longer safe havens for hard-working children and dedicated teachers.

If Mr Scott had been as assiduous in collecting information about assaults on teachers as he has been in gathering complaints about the use of the cane he might have done more for the teaching profession than he has by urging upon it a policy designed in the end to push our society still further down the path to complete anarchy in schools.

We live in times when sanctions and restraints of all kinds are needed in schools. To destroy any one, be it corporal punishment or a support service, is to weaken the whole system at a time when strength is required to maintain it.

I hope it is not too late for colleagues in the NUT and elsewhere, to look for guidance from experienced teachers who have many years of good practice to give substance to their views rather than to follow the clamour of one who now leads only a small group of whom many, like himself, are now far removed from the day to day interaction and increasing stress of the classroom.

F A THOMPSON  
3 Ferncliff  
Sprotborough  
Doncaster

## Nursing help

Sir - I note from a report in *The TES* (April 23) that the polytechnics are considering the creation of a central clearing house for applications. A similar proposal has been made in relation to applications for nurse training. Any teacher or parent who has witnessed the effort and distress that is currently required to find a vacancy in a school of nursing can only support the creation of such a system. The proposal is shortly to be discussed by the English National Board for Nursing, Midwifery and Health Visiting (6th Floor, 110 Euston Road, London NW1 2DO). Views of teachers and parents could be very helpful in assisting the board in making a decision.

R F FISHER  
Secretary to Steering Group

## Shared concern

Sir - I sympathize with June Simpson's hopes to return to part-time teaching (TES, April 19), but, as a member of the Sheffield NAS/UWT executive I am deeply concerned about the "rose-garden" image many, like her, have of job-sharing.

The difficulties of liaison, the idea that in a service of contracting opportunities scale posts should be shared; the problems when one partner leaves or retires, casting doubt on whether that is lost for ever to the many young teachers seeking full-time employment.

SUSAN ROGERS  
NAS/UWT executive  
Sheffield

## Sign language

Sir - The letter from Susanne Turfus (TES, April 16) shows the problems caused by taking a sentence out of context: Diane Spencer paraphrased,

in her column, from an unpublished letter written to you by this association. This letter drew attention to the unbalanced media coverage at present being given to the education of hearing-impaired children.

These children differ widely both in themselves and in the settings in which they may be educated. While the very careful use of some (but not all) sign languages may indeed benefit educationally a small group of these children, such children are a minority within the whole.

The members of this association - which includes almost all the teachers of the deaf in this country - find themselves working in a great variety of educational settings. In many of these the use of any sign language would be educationally inappropriate and unhelpful. It was to their work, which is being undervalued by the media's persistent presentation of sign languages, that the letter drew attention.

DOREEN WOODFORD  
President  
British Association of Teachers of the Deaf  
Cheadle Hulme  
Cheshire

## Dangerous advice

Sir - I was horrified to see the letter from Frank Wykes. BVS Competition Secretary relating to buttry bikes (TES, March 26).

I am astounded to find that somebody could suggest that it is right for such bicycles to be used without the requirements of "licence, insurance or crash helmet". I am not so much concerned about the question of licensing, but the dangers of encouraging people of whatever age and with whatever size of bicycle, to ride them without safety helmets is indeed appalling. The suggestion that people should not be insured, either for themselves or for third parties, is equally extraordinary.

R H JACKSON  
Consultant Paediatrician Medical Secretary  
Child Accident Prevention trust  
University College London

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**THE RAPID RESULTS COLLEGE**

# The new FE

Will the persistent neglect of the majority of school leavers be tackled by the Government's new training initiative which promises all under the age of 18 the opportunity to continue with some form of learning? Pilot schemes are due to start in September. How

ready are colleges of further education to play their part? *TES* reporters (overleaf) find some willingness to make the shift of attitudes and priorities required for the new FE. But not all teachers, employers or students are convinced of the value of training



JACK MANSELL argues that unless the new vocational preparation opens up a much wider range of opportunities to all abilities and involves mainstream vocational FE, it will simply be regarded as a palliative for the less able and unemployable.

# INTELLECTUAL APARTHEID

There are at least three major problems to be tackled before a comprehensive and fair system of vocational preparation can be introduced. The first is the financial award system required for young people who participate in these schemes; the second is the danger of restricting vocational preparation to a specific group and the third is the lack of progression to more advanced education and training. All three areas are related to status and all are critical to the success of the Government's NTF or to any new system of continuing education and training.

It is possible, now, to find in colleges and elsewhere young people undergoing similar learning experiences in the same group but between them receiving quite different levels of financial support ranging from nothing or i.e.a. discretionary award grants, through unemployment or supplementary benefits to YOP grants. The provision is *ad hoc*, accidental or determined by a local situation. The effect is confusing, frustrating and grossly unfair and it is impossible to imagine an effective inter-agency system of learning operating within such a chaotic financial framework.

If vocational preparation is to be available to all "students" or "trainees", wherever it is based, then it should carry with it responsibilities for the trainees in terms of attendance and satisfactory progress; responsibilities for the providers in terms of adequate teaching and monitoring and responsibilities for the Government in terms of recognition and financial support.

One of the more persistent criticisms associated with many prevocational courses is that they do not automatically gain access to more advanced education/training. In practice, the curriculum providers can show that many young people from such courses do so progress. But such progress appears fortuitous rather than planned. The City and Guilds Institute has made an interesting start in recognizing the possibility of an accelerated entry by vocational preparation candidates into its Part II engineering craft courses but this remains an uncommon and relatively untested idea. It is already possible to find young people who, since the age of 15, experienced a variety of prevocational courses including work experience. But in terms of conventional educational and training schemes, they remain unacceptable and apparently inferior to their peers with more conventional examination successes.

In short, we are in danger of perpetuating a form of *intellectual apartheid* if we allow, by neglect or design, vocational preparation to become a non-progressive mode of education or training. It would have all the characteristics of a "tertiary modern" sector and its implications be associated with low ability school leavers.

Many of the new initiatives associated with young people emanate from the MSC and much of the provision is from outside formal education. To some it may seem that the education system from the DES downwards is turning its back on this group of young people. What is certainly disturbing is that there are already signs that a significant amount of selection is beginning to take place on MSC YOP schemes and that they too could become divisive. If we are to have a comprehensive scheme of vocational preparation then it must provide a wider range of opportunities for more young people.

But for progression from programmes of vocational preparation to more "advanced" programmes of education and training to become a reality for more young people changes in attitude are required. Employers need to recognize the value of broad-based generic vocational preparation and validating and examining bodies need to describe access to their higher level programmes in terms of vocational preparation. The new 17-plus examination must also conform to vocational preparation criteria and recognize the value of experiential learning. The new-style training system into which most young people would eventually have to enter should also recognize vocational preparation as a desirable entry mode and the nature of vocational preparation should be endorsed by Government both in terms of recognition and legislation.

themselves to conventional examining, and while the formal education system must beware of making extravagant claims with respect to its potential in achieving effective aims, there is little doubt again that an undue emphasis on content and academic success prevents many young people from receiving adequate counselling in social, life, work and entrepreneurial skills.

Check-lists of core-skills, counselling, planned experiences, vocational focusing and profiling - all with an emphasis on competence as much as content - are the necessary components of vocational preparation. It is essential that such programmes should be conceived and perceived by all participants whether teachers or learners, as a coherent programme of development - a coherence not always associated with many of the existing YOP schemes.

It is because of this need that the FEU stresses the role of negotiation and contracts as ways forward in achieving the contribution of the various agencies providing such programmes and the involvement of the young people themselves. Successful progression is not likely to result from education isolated from work, experience isolated from education or work isolated from development. Teachers, youth workers and supervisors must somehow see themselves as all contributing to the fulfilment of common aims.

It follows from this that if quality is to be an essential ingredient for progression then the involvement of subject experts with a knowledge of the work situation is crucial. So far, for no doubt very good reasons, there has been a general lack of involvement by "mainstream" vocational departments in vocational preparation programmes. This is not to say that many vocational subject teachers are not already engaged in implementing many of the principles of vocational preparation in their own subject teaching. But here I suspect the inclusion of these principles is more a function of teacher style than of deliberate course design.

All too often prevocational courses are being constructed by simply "cobbling together" existing vocational examination subjects, having little regard for the supportive framework of personal development and counselling that we need to associate with vocational preparation. This lack of involvement has often resulted in a gap between the skills imparted by the general education teachers and those required in a work situation.

Multi-skills workshops run only by general educationists are rarely able to demonstrate or simulate the demands of the work situation in terms of pace and quality. On the other hand, work experience, linked solely to output is similarly unable to guarantee the acquisition of those skills and core-competencies essential to progression.

The dimension that is often missing is the contribution of the professional "technical" teacher who should be able to provide much of the quality and translate it into terms of work. This is not to say that they simply have to provide the same type of subject expertise as they have previously to day-release and other vocationally-committed trainees.

The design of vocational preparation courses requires them to provide in conjunction with their general education colleagues, a more supportive role than before. Also, with the adoption of the principle of occupational groupings (or clusters) of skills such teachers will have to relate much of their skill training to a context wider than a single job. To develop curricula and to construct student profiles, they will have to identify key skills and around them devise assignments that maximize transferability. Properly done, the job they are required to do will be extremely demanding. In addition to a supportive counselling function they have somehow to generalize the learning of specific skills without reducing standards of quality and the power of progression to higher level courses. This is an essential but challenging role; it requires staff development and support, but above all it requires involvement.

There is also no lack of evidence that employers give considerable weight to characteristics such as versatility, initiative, pride in workmanship, conscientiousness and timekeeping. Such characteristics do not readily lend

Jack Mansell is director of the Further Education Curriculum Review and Development Unit (FEU).

## TLS

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arts Youth drama at its best

Share and Share Alike. Henrietta Barnett School, Hampstead Garden Suburb. The Revenger's Tragedy. The Cockpit Company at the Bear Gardens Play House. Get Out of That Then! Lyric Youth Theatre, Hammersmith.

It's not every school show that has Donald Sinden in the audience, a chartbound single and an original cast album available on the first night and a good luck message from Paul McCartney in the programme. Even before the curtain went up the Henrietta Barnett School's Share and Share Alike was something special. Written and composed by songwriter Geoff Morrow as a way of raising funds for the Bud Flanagan Leukaemia Fund, from the outset the musical found friends in high places. Jeremy Sinden and John Nettles (TV's Bergerac) agreed to take part. RCA pressed the album for nothing, scores of individuals and local firms sponsored the production. And what a production! Share and

Share Alike was quite simply one of the best children's musicals I have ever seen; the wryly humorous story of a group of girls at a bankrupt school who illicitly decide to invest £100 on the Stock Exchange after a talk by their explosively chauvinist bank manager (Jeremy Sinden). No body can believe their acumen when they then turn in a profit of £3,426.11 - least of all themselves. And that's where the problems begin. Losing money, it seems, is as difficult as making it.

Geoff Morrow's slick, professional songs were a delight, the Henrietta Barnett production just about faultless. Although adaptations of the script are already available for boys and mixed schools, as it stands Share and Share Alike could easily become the girls' school answer to the predominantly male Joseph and the Amazing Technicolor Dreamcoat.

Joe Orton borrowed lines from The Revenger's Tragedy for the epigraph to one of his own black farces. Aptly so, for Cyril Tourneur's tragedy, written in 1607, still flashes and bubbles with a distinctly Ortonian wit.

Sadly this was what was lacking in the Cockpit's production staged at the Bear Gardens Play House. John Wiles' direction caught the tragedy very well, but was a little short on the burlesque. Seven murders in fifteen lines after all is more than Shakespeare ever managed! Only Jay Doyle as Nencio, a lesser lord, managed to convey Tourneur's peculiarly slapstick wickedness, throwing a severed head around like a good scrum half.

In all other respects, however, the production was a splendidly adventurous success, fitting well (despite an overcrowded balcony) onto the Jacobean-style Plaie House stage. The moral decay and suppressed violence of the court now fallen into "folsome luan, drunken procreation" was vividly drawn. The lines of the largely unfamiliar text were crisply barked out. Characterization was shrewd and intelligent and the RSC costumes a delight to the eye.

Get Out of That Then!, the first production of the new Lyric Youth Theatre induced strong feelings of déjà vu. One had heard it all before - but where? Tony Grounds' script, no more than a collage of adolescent preoccupations and complaints, was an eavesdropper's paradise; a non-stop parade of the sort of thing you overhear on the tube; fragments of other people's lives with no beginning and no end. Someone's dog's gone missing; Eddie always laughs, whatever you tell him; Diggorry's into these huts, you know?

It shouldn't have worked, but it did, triumphantly. Twenty-one young people ranged themselves around the Lyric Hammersmith stage and in various, varying groups of two, three and four just talked. Their script, arrived at through improvisation and discussion, and Lucy Parker's unobtrusive direction lent a sense of structure, but beyond that it was the kids themselves. And of course playing themselves they were on home ground; confident, eloquent, natural, expansive and supremely self-assured. Diggorry in the play was the real-life Diggorry Sladden, the laid-back Carlton a fair impersonation, I'm sure, of the real-life Carlton Chance.

This was youth drama at its best, powerful and true - and an auspicious start for a very resourceful company.

Hugh David

Footsie

All in the Game. Everyman Theatre, Liverpool.

Football and the other sex are subjects that fill teenagers' minds from time to time, so the idea of devising a play around a mixed football team, as Roger Hill has done with the Everyman Youth Theatre, is an attractive one. A boys' team find their practice interrupted by a girls' keep-fit class and, challenged to a match which the girls win, agree to the unthinkable and accept the victors for the whole season.

The project sounds as if it has been great fun, and the 15 players looked as if they enjoyed themselves throughout. However, the material eventually selected was confined to very short scenes which glanced at issues without exploring them. Some of the more heated moments, too, quickly congealed into emotional clichés. Perhaps a greater distance is needed to look honestly and deeply into these relationships; or perhaps greater directorial insistence might have pushed the cast further.

They were certainly never dull. Energy, interest and involvement never lapsed. Sandra Brown, Alie Duffy, Karen Langley and Vic McGuire were particularly impressive.

Timothy Ramsden



Jacques Duffillo and Paul Leperson in a scene from The Proud Ones

The rural treadmill

One of the attractions of France and Italy to us urbanised English is our sense of their being closer to a rural past, the pastoral bliss that supposedly preceded the motor car and mechanization. Two films of peasant life painstakingly observed, Jacques Chabrol's The Proud Ones / Le Cheval d'Or and Rosi's Chariot Stopped at Eboli, have recently opened, disturbing again our facile preconceptions, yet, in their rhythms and settings, evoking that for which we yearn.

Both films are taken from autobiographical books of the same name, the former by Pierre-Jakes Helias, the latter by Carlo Levi, and both have to distil from their sources the most potent moments. A thread is maintained, in Chabrol's film, by the narrator whose childhood in the 1900s is being translated to the screen, in Rosi's, by the presence of Levi (Gian Maria Volonte), the Turin painter/doctor/writer exiled beyond Eboli by Mussolini during the Abyssinian war for his anti-fascist views.

The films share the painterly qualities of Olmi's The Tree of Wooden Clogs; each with their different light. Black is the predominant colour of clothing, and hence of the human figure, particularly in Brittany where it is set against the white lace of the women's headdresses (demand a remarkably lengthy toilet in such a hard-pressed life). The formality of the attire emphasizes the dignity so constantly threatened by a need that, at times, drives young and old to suicide.

Drudgery is lightened by the outpourings of the travelling still, by hearty celebrations (three days for a wedding), perhaps by children (Chabrol himself takes the French cinematic pleasure in observing them, their dog, battles, their inventiveness with buttons recalling a passage about buttons and their currency in revolutionary France in Richard Cobb's Death in Paris - their pranks), and by storytelling (would that Chabrol could have included more of it), the stories closely linked to the network of superstition under which everyone laboured but by which they also felt protected.

Into this static, isolated, and impoverished village (70 locations were needed to recreate it) comes the Hammermith and Fulham Picture Loan Scheme. Arts and Entertainment section, 181 King Street, London W6.

Like boroughs elsewhere, Hammermith and Fulham offers its residents and workers the loan of original works of art. For as little as £4: for as many months you can have in your home a print by Caillebotte, Paozzetti or Tilson, or a Jane Bown photograph of Mick Jagger or the theatrical knights, Gielgud and Richardson. Should these fail to tempt you there are innumerable landscapes, interiors, and still-lives that might.

The scheme, which started just over a year ago with pictures bought for as little as £50: each, aims eventually to be financially self-supporting, raising the running costs from lending fees and sales.

Michael Clarke

From six to seven

Gerald Haigh on 'regional' family viewing

What really mystifies me about early evening television news magazines is the only memorable "Fighting Back" are the households, I wonder, where are the households, I wonder, where are the households, I wonder, where are the households...

TV magazine programme, BBC's Nationwide is clearly the most significant occupier of the difficult slot between the early evening news and the start of what I think of as bona fide armchair television.

The basic problem, it seems to me, is that by putting "regional" checks by jowl with "national" and by assigning big stories to "London" while keeping less earth shaking ones in the region, the impression is inevitably created that "regional" means "inferior".

Central News, my ITV magazine programme, is fairly assuredly determined not to be dull. Central, you will recall, is the company which gave us the horrendous OTT, the programme which adopted the premise that being terrible was acceptable provided you were doing it on other programmes.

There are, of course, some good items on Central News. One evening we heard Kevin Keegan giving some intelligent views on the relationship between soccer and the international situation, and the programme dealt quite well though briefly with the news that an Oxfordshire school is running a course in Conversational Chinese.

All in all, there is much room for improvement in this six till seven slot. The regional programmes really need to be clearer of purpose - perhaps preferably - phased out in favour of an improved national coverage which would include some of the regional stories.

Walcraft

Blackwood Middle School, Sutton Coldfield, in the area of the enlightening "Walcraft" Education Authority has previously had craftsmen and makers visiting and, with money from Shell, Texaco and the Department of Industry, is making a film about craftspeople at work.

Dead and doomstruck dodos

The Understanding, Strand Theatre. Fear & Loathing in Las Vegas, Fortune Theatre. Funny Vanya, Duchess Theatre. Uncle Vanya, National (Lyttelton) Theatre.

In a record of transfers and revivals a new play takes pride of place. Angela Huth's The Understanding is new only in the sense of being newly written. Otherwise it is very old-hat indeed: a dead-as-a-dodo Dodie Smith drawing-room comedy with tears that might be a revival from the dead post-war decade before Osborne, Beckett, Pinter.

Acorns away in every respect it is a little gem. "A Savage Journey Into The Heart Of The American Dream". Transferred from the fringe, it is adapted from Hunter Thompson's best-selling book and directed by Lou Stein.

excitation and drug-induced terrors of the mindless mid-sixties in the USA. To be fair, some of the audience laughed at the foul-mouthed, drug-crazed, psychedelic-hallucinatory antics of Duke (Stuart Fox) and his Attorney (Jeffrey Chiswick). And Wallace Heim's ingenious Hockney-influenced settings deserve praise. Otherwise it was hell. After 70 minutes, just before the interval, Duke asked: "How long can the mind and body tolerate this doomstruck craziness?" No longer, I thought, and left.

I might have quit Funny Turns but for Victoria Wood. The Great Spender works too hard at being the Liberace of kid's conjurers. Desperation: his patter rising to hysteria, he made 45 minutes seem hours. Forty-five minutes of Miss Wood flashed by. Her marvelous mischievous smile invites complicity in a celebration of joy. Sketches like the Slimmers' Club and The Lady Who Runs the WI are based on acute observation of life's minutiae seen through humane eyes. "Run about to a Tune" - a sharply humorous boy's-eye-view of music and movement in school actually enters a child's mind.

Listen with mother

All mothers know that babies can understand many words and express ideas before they can speak. They are supported in this opinion by both American findings on children of deaf parents who "sign" before their first words and first sentences at earlier ages than they could say them since hand movements are easier to master than movements of palate and tongue.

The first programme repeated out how those who look after them and how this interaction leads into language.

The three programmes to come examine in detail more complex speech, the extent to which knowledge of language may be "innate" and the ways in which circumstances - and parental behaviour - can hinder or help it develop.

Unusually, for a series of this kind on Radio 4, the programmes are thorough and inclusive without overwhelming the listener with indigestible facts and opinions. They are, though, sometimes repetitive, with material from one programme overlapping with that of another.

Frances Hill

'Very Strongly Recommended' Astunningly powerful production... COLIN BLAKELY ROSEMARY HARRIS in ARTHUR MILLER'S longest ever running West End production ALL MY SONS Directed by MICHAEL BLAKEMORE This is a play and production that makes the rest of theatrical London seem desiccated, bloodless. WYNDHAMS THEATRE Box Office 01238 3028 Credit Cards 01238 6585

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# Politics An important part of general education

Gillian Peele on changes in politics teaching

British Government and Politics (2nd edition). By F Randall. Macdonald & Evans £3.50. 7121 0292 2.

Policy and Politics in Britain: The Limits of Consensus. By Douglas E Ashford. Basil Blackwell £12. 0 631 12722 4. £4.95. 0 631 12519 1.

The Politics of Nationalism and Devolution. By H M Drucker and Gordon Brown. Longman £3.95. 0 582 29520 3.

An Introduction to Modern Social and Political Thought. By Andrew Gamble. Macmillan £12.95. 0 333 27028 2. £4.95. 0 333 27029 0.

An Introduction to Modern Political Theory. By Norman F Barry. Macmillan £12.50. 0 333 26890 3. £4.95. 0 333 26891 1.

Politics and Power No. 4: Law, Politics and Justice. Routledge and Kegan Paul £7.95. 0 7100 0984 4.

Modern Government: Three Worlds of Politics. By Robert G Wesson. Prentice Hall International £11.95. 0 13 594945 9.

Introduction to International Relations: Power and Justice (2nd edition). By T A Coulombis and J H Wolfe. Prentice Hall International £14.95. 13 485292 3.

most notably in relation to the role of the public sector in the economy as a whole. The sixties witnessed a futile series of attempts to cure the British malaise by such devices as the Fulton Commission. The strength of Dr Ashford's book is that his writing recognizes that attempts to reform single institutions such as the civil service without taking into account their multifaceted role in the social and economic system are doomed to failure. Although Dr Ashford perhaps underestimates the interlocking changes in select committee structure, intra-party disputes and politician's voting cohesion in Parliament, the book can be generally recommended as a useful background for all who teach and study British politics. Taken chapter by chapter it should prove a stimulating focus for class discussion and a welcome change from books organized on an institutional basis.

The process of changing the subject of politics at the introductory level to an issue-oriented rather than a procedural and constitutional discipline did not, of course, occur spontaneously. Throughout the debate about how politics should be taught, Professor Bernard Crick has been active on behalf of a comprehensive view of political education. Using the vehicle of the Politics Association, he has - together with like-minded writers such as D B Heater - had a major impact upon the teaching of politics. Part of his contribution has been a series of short monographs dealing with topics such as the role of the judiciary thematically first for Fontana and now for Longman. Yet if one considers the series *Politics Today* one is now struck, not by the freshness of the approach, but by the speed with which issue-oriented books date and by the need to complement such studies with less transient works on the political system. For example, in the two short years since H M Drucker and Gordon Brown's study of *The Politics of Nationalism and Devolution* was published, the issue has virtually disappeared from the British political agenda except in relation to Northern Ireland which receives short shrift from the authors. This is not to say that the topic will not become important again if there is a hung Parliament of the SDP takes the issue up; but it does suggest that the attempt to combine the study of political institutions and contemporary issues can be frustrated by publishers' schedules and the speed with which one season's burning issue becomes another's forgotten question.

The attempt to broaden political education beyond the nuts and bolts of constitutional conventions and parliamentary procedures proved controversial, of course, for reasons other than those which related to curricular content. It did not need curriculum reform to make the very idea suspect in some circles, smacking as it did of ideological indoctrination and the subversion of the established order. In short, for some critics of the whole development, the emphasis on challenging the assumptions of existing political institutions and behaviour was little short of a socialist plot to smuggle subversive ideas into the classroom in the guise of civics. The puzzle, however, is why conflicting values and political disagreements should be thought unsuitable for debate in the classroom. Certainly an avowedly socialist collection of pieces such as that brought together by the editorial board of *Politics and Power* makes a distinctive contribution to political discussion by forcing the left-of-centre critic of existing legal arrangements to confront his own failure to take the study of law seriously and to remedy what the authors call "the general left ambivalence concerning justice". Taken together with the still useful

# Politics Duce, Duce

Mussolini. By Denis Mack Smith, Weidenfeld and Nicolson £12.95.

We are obliged to change our minds about the principal statesmen who dominated the course of the Second World War. It now seems that Hitler, instead of being a self-confident, intuitive megalomaniac, was often hesitant, unwilling to dismiss even those who had been proved useless; Churchill, instead of being magnificently purposeful in his resolution, could be petty, self-centred, unreasonable; Roosevelt, far from being loyal, generous and far-sighted, was at times bounded by considerations of small-town politics and hampered by the most personal prejudices; it is said that Stalin, the ruthless controller of a terrifying organization, was often drunk and unsuited for the most elementary tasks of government.

assessed the sort of close and intimate friend who could pass on to posterity an informal assessment of what he was really like, and his description of the fascination and importance of Mussolini, encourage us to expect a fundamental revision.



But this is not so. This is undoubtedly the best political biography to have appeared. It is extremely well-informed and scrupulously documented. It is written economically, even laconically, without frills or speculation, and without any of the imaginings of the inventive scribe. And it confirms, rather than contradicts, everything we have known, or assumed, about Mussolini. If, for example, we take his first meeting with Hitler, in Venice, during the summer of 1934, we have Hitler in patent leather shoes, a rain-

coat and a soft hat, while Mussolini sought to be magnificent in grand uniform. But the military parades were, we are told, embarrassingly untidy, and the ceremonial concert was a farce, with the music punctuated by shouts of "Duce, Duce...". In other words, Mussolini sought to win a cheap and meaningless advantage. But he had not the means of doing it, he was bad on organization and he was unable to enforce discipline. Everything he touched tended to disintegrate into a shambles.

If we consider the war years we can see how disasters came thick and fast. There was no profound reason why the declaration of war was so hurried, only the desire to pick up the spoils before it was too late; the army was badly equipped and all the stories of great armed strength were false. Mussolini tried to run the war single-handed but either he got diverted into reading police reports or he issued orders which would have caused so much confusion that they were secretly ignored. He had the art of making disastrous appointments.

All this adds up to a devastating account of failure and farce. But how can one explain Mussolini's long, ruddy fascination which he persistently exercised on many, and the manner in which he undoubtedly dominated Italian politics? Was it because it suited Italian society to have a ruler who did nothing effectively and who therefore accomplished no significant changes? Does Italy, unlike nature, require a vacuum? This excellent book presents a history which is significant in itself. But it outlines a problem which is tantalizing.

Douglas Johnson

# Right foot forward

The National Front in English Politics. By Stan Taylor. Macmillan £20.00 333 27741 4.

The National Front, between 1972 and 1979, tried to leave the political fringe, and compete for power with the mainstream parties through the electoral system. It seemed to enjoy increasing though intermittent success from 1973 to 1977 but the 1979 general election proved a disaster and the NF dissolved into three separate and so far insignificant groups, while the vacuum for non-electoral extreme-right activity was filled by the British Movement.

Stan Taylor's book is the first to analyse the NF using the methods normally applied to "normal" parties, as opposed to Fielding's sociology of deviance study, Bill's sociological psychology and Walker's anecdotal treatment of internal dissension. Instead of looking at the NF as a reaction to a world perceived as unreal or at its members' personality traits, Taylor concentrates on how the party performed in elections, the reasons why people voted for it, the opposition that formed against it, and what this tells us about its place

in English politics. His three major conclusions are strikingly different from those of most other commentators.

First, that the rise and fall of the NF demonstrate the strength of the English commitment to democracy, not its weakness. Even at its height, the best the NF managed was an average of 8.9 per cent of votes cast in the seats it contested in the 1976 local elections in the provinces, and it never won a single seat at local or national level. Equally, efforts by its opponents to have it banned or to deny it democratic freedoms, or to deprive its members of their jobs, largely failed and were rejected by all political parties except the Trotskyite left.

Second, that the NF's emergence as what the media and the extreme left saw as a dangerous force was simply a matter of attracting the votes of those few electors who really prefer to vote for the extreme right, and of exploiting the particular worries raised by the Ugandan and Malawi Asian immigrants. The NF's comparative success in the GLC elections in 1974 and 1977 is traced by Taylor to a long-standing extreme-right tradition in the East End which

dates back to the beginning of the century but whose supporters rarely get candidates to suit them and so normally remain loyal.

Third, that the various opposition groups had only that in common and lacked any agreed understanding about what the NF was or what could be done positively to destroy its appeal. Taylor's contention here seems to be that whatever their differences, all of them thought in terms of social structure, especially class, and, at the extreme, saw the NF as a symptom of the decline of capitalism. His analysis, on the other hand, suggests that the external factors favouring the NF in the period were political, in particular the belief among groups who felt themselves threatened by coloured immigration that the major parties, especially the conservatives, had let them down.

What a pity, that, once again, the publishers have delayed the book for so long after it was written, and have allowed the author only a brief note stuck at the beginning to cover the two intervening years. And the price has certainly not been discounted to make up for the delay.

Rupert Hobbes

# Ideas and movements

Populism. By Margaret Canovan. Hutchinson Books £14.50, 86245 033 0. £5.95, 86245 034 9.

Margaret Canovan's long and detailed examination of populism shows that the word is used to signify a vast range of ideas and movements which differ enormously and share only the vaguest characteristics. Everyone from Mao to Hitler, Castro to Carter, Benito to Thatcher, Nyerere to Powell and Faron to McCarthy, by way of the good soldier Schweik, is a populist in one or more of its senses. Canovan is far different as the Swiss Confederation, Fascist Italy and the government of the Bulgarian Agrarian National Union from 1919 to

1923 are tarred with the same brush. Having demonstrated this point, the author nevertheless hopes that she has helped to turn populism into "a precise and readily applicable concept". There is a problem here.

The two elements which all forms of populism share are an exaltation of the people and a rejection of the elite. To cover all the movements, ideas, regimes and individuals that are included by Margaret Canovan, these propositions have to be taken as to be almost meaningless. "The people" can mean the whole population or any part of it; "the elite" can mean anyone rejected by the people or said to be so rejected

who, despite their position, do not of course belong to the elite. There may be some groups who do not belong either to people or elite and somehow stand outside the conflict.

Given all this ambiguity, there are few regimes or parties (or politicians) which are not populist to some extent and as a result, it can hardly be called a concept at all. It has failed to fulfil the most basic requirement of separating one set of related phenomena from all the rest with reasonable clarity. Margaret Canovan has done a valuable if negative job in demonstrating this point but her further hopes are unrealistic on her own showing.

Carl Slevin

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Money management

A patchy revolution

Rick Rogers investigates what's going on in the secondary classroom

"The trouble with money management at the moment is that schools are not reinventing the wheel." What Ken Gulliver, head of Newcastle's Blakeley comprehensive, means is that there is no coherent or coordinated approach to the teaching of the subject.

Since then, there have been some considerable developments but little proper analysis of what is taught and how - and little effective liaison between schools.

A valuable legitimising agency for money management has been the Business Education Council. The first school-based BEC one-year general course started in West London in 1978.

Projects like a school bank or the Young Enterprise scheme (12,000 participants across 750 schools) to help students simulate the setting up and running of their own small firm can readily be built into the syllabus of a BEC course.

what's going on in the secondary classroom... BEC, of course, has no remit below the age of 16. But Newbould would like to see a greater commitment to developing the life skills of the subject. It also means no one really knows either the extent or the quality of that teaching.

There has been a proliferation of schools material produced by banks, insurance companies and building societies. National and regional competitions abound. Exams that take in personal and business finance - GCE/CSE, RSA and BEC - have become more numerous, more focused and more flexible.

But what actually happens to all this material in the classroom is anyone's guess. Many teachers remain suspicious of commercially-produced material and feel school banks are just extra exploitative work.

Kevin Crompton, an IEA-based coordinator for the Schools Council Industry Project, also sees commitment and motivation as the crucial factors. Teachers and outside agencies have to provide schemes of work that are relevant and have the ability to involve. Crompton always insists that the students manage any schemes set up, with teachers acting only as consultants.

Sponsored resources

Peter Rutland outlines the material available and where to find it

Start with essential ingredients from the life skills list, build in a measure of economic literacy, fortify with improved numeracy, then blend in some consumer education. That is the recipe for money management education, which is currently attracting considerable attention.

The need to instill such awareness early is also recognized by most reputable institutions and organizations which provide financial services and products. One leading city figure has said: "I believe it is of the utmost importance to society today that the youth of this country should leave school and enter adult life with a basic understanding of personal finance matters."

Some people will be suspicious of the funding of teaching resources by the business and commercial sector. Is this not an implicit assumption of acceptance of the capitalist ethos? Probably it is, but the important point is that the material is in the hands of the teacher who can first select and explain the material before pupils use it.

Consumer education assumes that an informed and discriminating consumer should make wise choices in relation to, say, personal and family finance services. The media recognize it, too. Most weekdays - and every weekend - the press disseminates advice in regular personal and family finance columns written by experienced financial journalists.

The second group would comprise material about the sponsor's own services. The range is further extended because informative, educational and training oriented materials tend to overlap. Again, this diversity can be advantageous. Such training material might offer better insights into how an organization works than would an educational leaflet explaining the value of its services to consumers.



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Sponsored resources

continued

vice or product pretty well to the exclusion of other aspects of money management...

Technical information about money will have come from the best authority, the organizations in that particular sector of the money world.

ment to improving money management education on the part of the sponsors means that plenty of material appropriate to your particular subject, pupil levels and teaching approach is available.

Government agencies: Office of Fair Trading, Field House, Bream's Buildings, London EC4A 1PR; Inland Revenue, Enquiry Services Unit, Room 46, West Wing, Somerset House, London WC2R 1LB.

Commercial banks: Barclays Bank Ltd, Marketing Department, Juxon House 94 St Paul's Churchyard, London EC4M 8EH; Lloyds Bank plc, Public Relations Department, Head Office, PO Box EC3P 3BS;

All the way to the bank

Gillian Thomas on two successful school bank ventures in Wales

It was 10am on Monday, bank opening time at Greenfields School, Merthyr Tydfil, the largest special school in Wales. Behind a realistic-looking bank counter, complete with grille, cashiers Julian Jones 13, and Elizabeth John, 14, awaited the first customers who were already queuing up at the classroom door.

Furthermore, as the headmaster, Weldon Davies, points out, practical experience in handling money is essential if a child is to be adequately prepared for life in the community.

"firmly educated to use it". Those organising this year's exchange said it had been an enormous relief to hand over to the bank the chore of collecting the money.

viding education in money management at all levels. At the end of the day we also hope they will provide us with good business."

THE LIFE OFFICES' ASSOCIATION ASSOCIATED SCOTTISH LIFE OFFICES Providing a service to money management education THE LIFE ASSOCIATIONS have always strongly supported every endeavour to foster awareness of the importance of personal finance and money management education in schools and colleges.

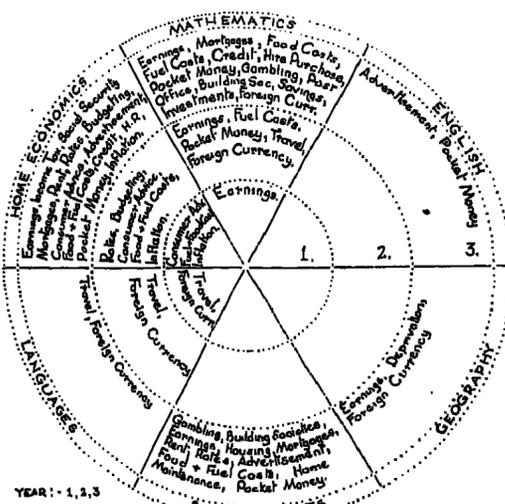
"I see the school bank as the natural extension of the teaching of subjects like economics and commerce," said Mr Turner, 17, are the "bank managers".

After their involvement with the school bank they will hardly fail to become regular users themselves of one of the normal high street banks - perhaps even the TSB itself.

Doing well

Stuart Ruthven on the growing liaison between sponsors and schools

Teachers need not doubt that the financial institutions take their role as providers of classroom teaching resources seriously; gone are the days when left-overs from the public information department were handed out to schools.



Evidence of the random placing of money education topics in the first three years of secondary school. From the survey 'What do teachers know about money?'

Could do better

Lindsay Collings criticizes and suggests the ideal package

When I am asked when and how teachers use money management resources, I answer rarely and with difficulty. Authors and publishers seem to have an unclear picture of classroom conditions and the kind of pupils who will use their materials.

others who might also wish to introduce it. Costs of publishing, packaging and postage are high and sponsored material should, therefore, be light and easy to handle - thus also avoiding storage problems in schools.

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"The material is tailored for use in CSE and O level teaching, where it may well assist the quick and efficient handling of a rather unwieldy subject." - Nick Thomas, The TES, June 6, 1980.

The ideal package Perfect resources would need to be free or very cheap. There could be a set of sheets in a folder, perhaps a folded sheet giving four sides of A4 per topic.

extra In at the beginning

Paul Harling on money management in first and middle schools

Knowledge and understanding of money matters is an essential social skill without which people are at a serious disadvantage in their everyday lives. A caring primary school must therefore provide situations which develop a child's money sense. Whether this is achieved by direct teaching or by structured real-world practical experience depends on the individual teacher's whim but it must be provided.

labour and capital. How can we get more things? What must we give up to buy machines to make more items? Savings - why, where, how? 3. Wealth. What do we mean by the word "rich"? What would change if your family had twice (or half) as much money to spend? Which countries are rich? Which are poor? 4. Division of labour. Specialization in the family (we all have a job to do), neighbourhood, town country. Make a production line and actually show the benefits and problems of specialization. Look at the advantages of using machines. 5. Prices and quantities. Why do we buy things? How much should be produced and sold? How much should we buy? Why do we have changes in demand for some things? Why do we have changes in the available supply of certain things? What is inflation? What effect does it have on our way of life? 6. Wages. Why do some people earn more than others? 7. Money and Banks. Why do we have money? How did banks start? Why do we accept paper money? Examine designs, watermarks, metal threads, the ideas of interest, credit, debt. Paying by cheque and postal order using actual examples. 8. Taxes. Who pays? Why pay? For what is it used? 9. Jobs and employment. The idea of a boom and a slump. The role of trade unions. Looking for work. Training and education for work. Shortage of space clearly denies a full development of this suggested broader framework for the teaching of money management in primary and middle schools but the brief

headings listed above should indicate something of the flavour of an enriched and expanded curriculum for the development of good sense in the management of money. However, there is a problem. Books and materials suitable for the under-13s are scarce and the teachers must be resourceful. Indeed, it is the lack of suitable commercially produced material which may be the essential enriching factor in the teaching of money management. It throws the teacher back onto higher initiative and encourages the development of school-based materials which will be much more meaningful to the individual child. Do this properly and for some children at least we may be able to avoid the disastrous consequences of ineptitude in the handling of money so common among adults young and old. Some references for ideas The New Approach to Social Studies, London Borough of Merton/Schools Council (1981). Trustee Savings Bank: Money Project Kit, Moneybox (Macmillan), Ballance, D and H., (1980). Beginning Money Sense, National Savings Committee (1974). Curriculum Development in Economics (Heinemann), Whitehead, D. (1974). Our Working World (Science Research Associates), Senesh, I. (1973). Money Management Review LOAI ASLO. (Termly free). In addition there are a number of excellent texts for CSE and GCE studies. Use them very selectively.

Objectives and action

The work of The Scottish Money Management Association

Money is one of the most important factors in the functioning of modern societies. The major difference between political parties lies in their views on how money can best be used to improve social conditions. For example, while all agree that unemployment is socially destructive, there is a wide difference of opinion on how money can best be employed to provide jobs for all. Education, at all levels, is suffering because both the Government and local councils find it difficult to provide sufficient money to maintain and develop a system adequate for present day needs. Despite the importance of money, ignorance of how money functions is widespread. At present, the Government is pursuing what it terms a monetary policy, yet there appears to be few who thoroughly understand

what this signifies. There has been little attempt also to explain what this means in simple terms. Another example of the country's backwardness in money matters is the situation where more than half the adult population do not have a bank account. This means that this country lacks the means of operating a cashless society which is rapidly approaching; the payment of wages weekly by cash is becoming too costly and dangerous. When the National Savings Committee for Scotland was disbanded, the Government suggested that the educational side of its work should be continued. Lord Elgin, committee chairman, called a meeting of educational and financial organizations, at which it was agreed to conduct a feasibility study. Thanks to the very active assistance of the Scottish Com-

mitted to know how well or badly equipped young people are to deal with modern money problems. With unemployment at its present level, the attitudes and knowledge of modern youth should be known. Perhaps it should be emphasized that the association regards money management as being chiefly concerned with the whole process of acquiring and allocating disposable income. Difficulties can be encountered. A small girl in a remote highland primary school suddenly asked her teacher: "Why does the Government not print a lot more money, hand it out for us to spend, and this would aid unemployment?" It takes teachers' skill to avoid the pitfalls of economics, and above all the Scottish Money Management Association must be and must be seen to be neutral.

TEACHERS' BUILDING SOCIETY. Getting BIGGER by being BETTER (total assets over £40m.) Table with columns: Type of Account, Gross, Net, Nett. Includes text about investment and interest.

mittee on the Curriculum, a report was quickly prepared, with its main recommendation that a Scottish Money Management Association be created, consisting of representatives of educational and financial organizations. Its objectives are to: Identify the objectives of money management education; Produce frameworks for the development of courses in money management in primary and secondary schools; Encourage and sponsor the development of teaching guides and materials for pupils use at various primary and secondary stages; Review and evaluate materials available for teaching money management; Encourage financial and other interests to produce new materials where required, and to offer an advisory service in the preparation of such materials, including an evaluation service; and Provide schools with an information service about available materials including annotation regarding their appropriateness for use by different age groups.

Too many developments in education have been largely based on hunch, prejudice, and opinion, and lack the support of carefully conducted experiment. For example, the teaching of French in the primary school was launched and became widespread, only to be found inappropriate after some years of effort and expense. In direct contrast, was the transfer of pupils from primary to secondary education at the age of 12 years, shown to be effective by two major pieces of research. Accordingly, the first attempt to produce a course in money management in the primary school was preceded by an investigation into the effectiveness of a pilot scheme, the results of which were published in the form of a book, Money Management in the Secondary School. As with the primary scheme, the next step is to prepare an annotated bibliography of existing materials for secondary schools and make suggestions to the association how they can produce materials which will be of help to the secondary school development work.

BIS BANKING INFORMATION SERVICE. Is sponsored by the clearing banks and provides secondary schools in England and Wales with free classroom resources and visiting speakers on a wide range of banking and related subjects. The available resources include a series of three basic booklets entitled: Understanding Banking; study booklets on specific financial topics; role-playing exercises; Money Management worksheets; specimen bank forms; and a film.

INLAND REVENUE Enquiry Services Unit, Room M6, West Wing, Somerset House, London WC2R 1LB. Free: Tutor's pack, including tutor's notes plus forms for tutor and students, designed to give practical information about the PAYE system, State number of students. Free: Leaflet IR39 'Income Tax and School Leavers' for all pupils in their final year. State number required.

ST. BERNADETTE'S RC FIRST AND MIDDLE SCHOOL Clifton Road, Kenton, Middx HA3 9NS Tel: 01-204 8902 Head Teacher The Governors invite applications from suitably qualified and experienced practising Roman Catholic teachers for the post of Head Teacher. Applications forms and further particulars to be obtained from Education Department, 90 Box 22, Civic Centre, Harrow, Middlesex HA1 2UW, and to The Secretary, Diocese of Westminster Schools' Committee, 33 Wilfred Street, London SW1E 6PS, by 18th June. Please enclose stamped addressed envelope. Please quote the name and address of your Parish Priest for reference purposes. Harrow Education

ESSEX COUNTY COUNCIL CHURCH OF ENGLIDE (AIDED) PRIMARY SCHOOL Vacancy for September for Post for suitable applications. The post would be for a 1st or 2nd year class. In this case there will be no salary increment at the end of a probation period for school which has a good sporting tradition, as well as facilities for all sports activities and there is a heated swimming pool. Application by letter, enclosing curriculum vitae and closing a.c.s. to the Headmaster of the school as soon as possible (35395) 110024

OXFORDSHIRE COUNCIL BRACKENHURST MIDDLE SCHOOL Vacancy for September. The post would be for a 1st or 2nd year class. In this case there will be no salary increment at the end of a probation period for school which has a good sporting tradition, as well as facilities for all sports activities and there is a heated swimming pool. Application by letter, enclosing curriculum vitae and closing a.c.s. to the Headmaster of the school as soon as possible (35395) 110024

DEPUTY HEADSHIPS Second Masters/Mistresses. DORSET SEVENOAKS MIDDLE SCHOOL Vacancy for September for Post for suitable applications. The post would be for a 1st or 2nd year class. In this case there will be no salary increment at the end of a probation period for school which has a good sporting tradition, as well as facilities for all sports activities and there is a heated swimming pool. Application by letter, enclosing curriculum vitae and closing a.c.s. to the Headmaster of the school as soon as possible (35395) 110024

EDUCATION DEPARTMENT SEVENOAKS DIVISION APPOINTMENT OF HEAD TEACHER Sevenoaks School for Girls (Group 10, Roll approx 800) Applications are invited for the post of Head Teacher of this Secondary Modern girls' school for January, 1983. This Headship offers an excellent opportunity for an enthusiastic and energetic person who wishes to develop and maintain the high standard of curriculum development, personal, educational and recreational needs of the pupils in the school. Pupils are entered for GCE 'O' level and GSE examinations. There is a small 6th Form. Application form and further particulars from the Divisional Education Officer, 66 London Road, Sevenoaks, Kent. Please enclose SAE. Closing date: 11th June, 1982.











SEC MODERN LANGUAGES

HERTFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT... HERTFORDSHIRE ST. GEORGE'S SCHOOL... HILLINGDON LONDON BOROUGH OF HILLINGDON... VYNER SCHOOL...

HUMBERSIDE

COUNTY COUNCIL EDUCATION DEPARTMENT... HERTFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT... HERTFORDSHIRE ST. GEORGE'S SCHOOL...

HUMBERSIDE

COUNTY COUNCIL EDUCATION DEPARTMENT... HERTFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT... HERTFORDSHIRE ST. GEORGE'S SCHOOL...

NEWHAM

LONDON BOROUGH OF NEWHAM... KIRKLEES METROPOLITAN COUNCIL... KIRKLEES METROPOLITAN COUNCIL...

SUFFOLK

KIRKLEES METROPOLITAN COUNCIL... KIRKLEES METROPOLITAN COUNCIL... KIRKLEES METROPOLITAN COUNCIL...

Music

Music Heads of Department... SURREY EDUCATION COMMITTEE... SURREY EDUCATION COMMITTEE...

DERBYSHIRE

DERBYSHIRE COUNTY COUNCIL... DERBYSHIRE COUNTY COUNCIL... DERBYSHIRE COUNTY COUNCIL...

LEICESTERSHIRE

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DEVON

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SECONDARY DEPUTY HEADSHIP THE ST. AUGUSTINE OF CANTERBURY SCHOOL, PRIORWOOD, TAUNTON... Application forms and details (S.A.E.) from the Head, Priorwood School, Taunton. Closing date: 16 June, 1982.

HEATHFIELD SCHOOL, TAUNTON (11-16 mixed comprehensive, 750)... Application form and details from the Head at the School, Heathfield, Closing date: 21st June, 1982.

ST. JOHN'S C.E.V.O. INFANTS, GLASTONBURY (202)... Application forms and details (S.A.E.) from the Head at the School, Glastonbury, Closing date: 8th June, 1982.

LIVERPOOL BELLEVUE CONVENT ORAMAMAR SCHOOL... Application forms and details (S.A.E., 10 copies) from the Head at the School, Bellevue Convent, Liverpool. Closing date: 18 June, 1982.

LONDON EL VEGAS VEGASINE... Application forms and details (S.A.E.) from the Head, El Vegas, London. Closing date: 16 June, 1982.

MERTON LONDON BOROUGH OF MERTON... Application forms and details (S.A.E.) from the Head, Merton School, Merton. Closing date: 9th June, 1982.

SHROPSHIRE SHROPSHIRE EDUCATION COMMITTEE... Application forms and details (S.A.E.) from the Head, Shropshire Education Committee, Shropshire. Closing date: 16 June, 1982.

WILTSHIRE WILTSHIRE EDUCATION COMMITTEE... Application forms and details (S.A.E.) from the Head, Wiltshire Education Committee, Wiltshire. Closing date: 16 June, 1982.

WOLVERHAMPTON WOLVERHAMPTON EDUCATION COMMITTEE... Application forms and details (S.A.E.) from the Head, Wolverhampton Education Committee, Wolverhampton. Closing date: 16 June, 1982.

DERBYSHIRE GLOWNS SCHOOL... Application forms and details (S.A.E.) from the Head, Glowns School, Derby. Closing date: 16 June, 1982.

DERBYSHIRE GLOWNS SCHOOL... Application forms and details (S.A.E.) from the Head, Glowns School, Derby. Closing date: 16 June, 1982.

DERBYSHIRE GLOWNS SCHOOL... Application forms and details (S.A.E.) from the Head, Glowns School, Derby. Closing date: 16 June, 1982.

WILTSHIRE WILTSHIRE EDUCATION COMMITTEE... Application forms and details (S.A.E.) from the Head, Wiltshire Education Committee, Wiltshire. Closing date: 16 June, 1982.

WILTSHIRE WILTSHIRE EDUCATION COMMITTEE... Application forms and details (S.A.E.) from the Head, Wiltshire Education Committee, Wiltshire. Closing date: 16 June, 1982.

WILTSHIRE WILTSHIRE EDUCATION COMMITTEE... Application forms and details (S.A.E.) from the Head, Wiltshire Education Committee, Wiltshire. Closing date: 16 June, 1982.

Application forms for the following appointments, except for Headships and where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. Application forms for Headships should be obtained from and returned to the appropriate Area Education Officer. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

Highfield Infants School, Torridge Way, Efford, Plymouth. (Roll 160) Head (Group 4) Required January 1983. Further details and application forms from Area Education Officer, Civic Centre, Plymouth. Closing date 11 June 1982.

Southway School, Rockfield Avenue, Southway, Plymouth. PL6 6DY. (Roll 1536) Scale 2 - Music (Readvertisement) Required September 1982 or January 1983, to contribute across the full age and ability range and to further develop non-examination courses. Previous applicants will be reconsidered. Closing date 4 June 1982.

St. Boniface's College, Beacon Park Road, Beacon Park, Plymouth. PL2 3JS. Scale 2 - Physics and Technology Required September 1982, across the age and ability range at this 11-18 Comprehensive School. Closing date 9 June 1982.

Exmouth (11-18 Comprehensive) School, Gipsy Lane, Exmouth. (Roll 2536) Scale 1 or 2 - Religious Education Required September 1982 or as soon as possible thereafter to join a strong and growing department teaching throughout the age and ability range up to and including 16th level. Open approach essential. Possibility of Scale 2 for suitably experienced teacher. Closing date 11 June 1982.

Newton Abbot, Knowles Hill Comprehensive School, Exeter Road, Newton Abbot. (Roll 1370) Scale 1 - Mathematics Required for September 1982 in this Group 12, mixed 11-16 school. Graduate who will fit into the Individualised Maths Scheme. Closing date 9 June 1982.

Plymouth Grammar School, Seymour Road Plymouth, Plymouth. PL7 3BH. (Roll 840 - co-ed) Scale 1 - Boys P.E. Required September 1982. Please state second subject offered. Closing date 11 June 1982.

Okhampton School and Community College, Mill Road, Okhampton. (Roll 1400) Scale 1 (Two posts) Required September 1982. (1) Chemistry Throughout the school. Possibility of 'A' level work for suitably qualified candidate. Willingness to participate in curriculum development would be a considerable advantage. (2) Commercial Subjects Teacher/instructor to help in an expanding department due to new vocational courses for the 16-19 age range. Candidates should be able to offer Typewriting, Commercial and Office Practice and a knowledge of other vocational areas would be an advantage. Temporary appointment for 1 year in first instance. Closing date 11 June 1982.

Plymouth School, Church Road, Plymouth, Plymouth. PL9 8AZ. (Roll 1350) Scale 1 - Economics (Readvertisement) Required September 1982, able to teach English and/or History as a subsidiary subject. Previous applicants will be reconsidered. Closing date 9 June 1982.

DEVON logo with a map of Devon and the text 'DEVON' in large letters.











**PREPARATORY SCHOOLS**  
continued

**LONDON**  
DIOCESAN WESTMINSTER PREPARATORY SCHOOL (Ages 4-13 yrs.)  
Wokingham Lane, N. Finchley, London N. 12. Tel: 352211.  
Applicants for 1982-83 should apply to the Headmaster, 100, Gower Street, London WC1E 6BT. Closing date: 15th June 1982.

**WEST SUSSEX**  
GREAT BALLARD SCHOOL (A.P.S. Day and Evening) 10, Great Ballard Road, Brighton BN1 6AD. Tel: 272555.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**BERKSHIRE**  
LAMBROOK COLLEGE (A.P.S. Day and Evening) 10, Lambrook Road, Reading RG2 9AT. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**KENSINGTON**  
PREPARATORY SCHOOL (A.P.S. Day and Evening) 10, Kensington Road, Kensington, London W8. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**SUSSEX**  
ADINDLY COLLEGE (A.P.S. Day and Evening) 10, Adindly Road, Brighton BN1. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**AVON**  
COUNTY OF AVON EDUCATION SERVICE (A.P.S. Day and Evening) 10, Avon Road, Bristol. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**BERKSHIRE**  
COUNTY COUNCIL (A.P.S. Day and Evening) 10, Berkshire Road, Reading. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**COLLEGES OF FURTHER EDUCATION**  
continued

**BRENT**  
LONDON BOROUGH OF BRENT COLLEGE OF FURTHER EDUCATION (A.P.S. Day and Evening) 10, Brent Road, Brentford. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**BUCKINGHAMSHIRE**  
AYLESBURY COLLEGE (A.P.S. Day and Evening) 10, Aylesbury Road, Aylesbury. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**DEVON**  
SOUTH DEVON TECHNICAL COLLEGE (A.P.S. Day and Evening) 10, Devon Road, Plymouth. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**CHESHIRE**  
EDUCATION COMMITTEE (A.P.S. Day and Evening) 10, Cheshire Road, Macclesfield. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**COVENTRY**  
HERWADDY COLLEGE (A.P.S. Day and Evening) 10, Coventry Road, Coventry. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**EAST SUSSEX**  
BRIGHTON TECHNICAL COLLEGE (A.P.S. Day and Evening) 10, Brighton Road, Brighton. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**KIRKLEES**  
METROPOLITAN TECHNICAL COLLEGE (A.P.S. Day and Evening) 10, Kirkstall Road, Leeds. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**LIVERPOOL**  
LIVERPOOL COLLEGE OF TECHNOLOGY (A.P.S. Day and Evening) 10, Liverpool Road, Liverpool. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**Other than by Subject Classification**

**Other Assistants**

**BERKSHIRE**  
LAMBROOK COLLEGE (A.P.S. Day and Evening) 10, Lambrook Road, Reading RG2 9AT. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**BUCKINGHAMSHIRE**  
AYLESBURY COLLEGE (A.P.S. Day and Evening) 10, Aylesbury Road, Aylesbury. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**GLoucestershire**  
GLOUCESTER COLLEGE (A.P.S. Day and Evening) 10, Gloucester Road, Gloucester. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**SCOTLAND**  
ST MARY'S SCHOOL (A.P.S. Day and Evening) 10, St Mary's Road, Glasgow. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**Worcestershire**  
THE WELLS HOUSE SCHOOL (A.P.S. Day and Evening) 10, Wells House Road, Worcester. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**Other Appointments**

**AVON COUNTY**  
EDUCATION COMMITTEE (A.P.S. Day and Evening) 10, Avon Road, Bristol. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**Berkshire**  
COUNTY COUNCIL (A.P.S. Day and Evening) 10, Berkshire Road, Reading. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**BUCKINGHAMSHIRE**  
AYLESBURY COLLEGE (A.P.S. Day and Evening) 10, Aylesbury Road, Aylesbury. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**CHESHIRE**  
EDUCATION COMMITTEE (A.P.S. Day and Evening) 10, Cheshire Road, Macclesfield. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**COVENTRY**  
HERWADDY COLLEGE (A.P.S. Day and Evening) 10, Coventry Road, Coventry. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**DEVON**  
SOUTH DEVON TECHNICAL COLLEGE (A.P.S. Day and Evening) 10, Devon Road, Plymouth. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**EAST SUSSEX**  
BRIGHTON TECHNICAL COLLEGE (A.P.S. Day and Evening) 10, Brighton Road, Brighton. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**KIRKLEES**  
METROPOLITAN TECHNICAL COLLEGE (A.P.S. Day and Evening) 10, Kirkstall Road, Leeds. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**LIVERPOOL**  
LIVERPOOL COLLEGE OF TECHNOLOGY (A.P.S. Day and Evening) 10, Liverpool Road, Liverpool. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**Other Appointments**

**AVON COUNTY**  
EDUCATION COMMITTEE (A.P.S. Day and Evening) 10, Avon Road, Bristol. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**Berkshire**  
COUNTY COUNCIL (A.P.S. Day and Evening) 10, Berkshire Road, Reading. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**BUCKINGHAMSHIRE**  
AYLESBURY COLLEGE (A.P.S. Day and Evening) 10, Aylesbury Road, Aylesbury. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**CHESHIRE**  
EDUCATION COMMITTEE (A.P.S. Day and Evening) 10, Cheshire Road, Macclesfield. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**COVENTRY**  
HERWADDY COLLEGE (A.P.S. Day and Evening) 10, Coventry Road, Coventry. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**DEVON**  
SOUTH DEVON TECHNICAL COLLEGE (A.P.S. Day and Evening) 10, Devon Road, Plymouth. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**EAST SUSSEX**  
BRIGHTON TECHNICAL COLLEGE (A.P.S. Day and Evening) 10, Brighton Road, Brighton. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**KIRKLEES**  
METROPOLITAN TECHNICAL COLLEGE (A.P.S. Day and Evening) 10, Kirkstall Road, Leeds. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**Leicestershire**  
**WIGSTON COLLEGE OF FURTHER EDUCATION**  
**VICE-PRINCIPAL GROUP IV**  
An important post, available from 1st January, 1983, for which applications are invited by letter, accompanied by full details of age, qualifications and experience and the names and addresses of two referees, to the Director of Education (Ref: FE/C), County Hall, Glenfield, Leicester LE3 8RF; not later than 18th June, 1982.  
Further particulars available upon receipt of a.s.e.

**Colleges of Further Education**  
**Heads of Department**  
**KIRKLEES**  
METROPOLITAN TECHNICAL COLLEGE (A.P.S. Day and Evening) 10, Kirkstall Road, Leeds. Tel: 352211.  
Application forms available from 1st September 1982 to 31st October 1982. Closing date: 15th June 1982.

**Other Appointments**

**Lancashire**  
**County Council**  
**Accrington & Rossendale College, Sandy Lane, Accrington.**  
**THREE POSTS:**  
1. VICE PRINCIPAL (ACADEMIC) - GROUP 6  
Required 1st January, 1983. Responsibility for curricular and pastoral matters, and co-ordinating M.S.C. course development.  
2. SENIOR LECTURER/DEPUTY HEAD OF DEPARTMENT  
Required January 1983, or September 1982, if possible. Adult Education in the Rossendale District.  
3. LECTURER - GRADE I  
Required as soon as possible. Hairdressing Practice.  
Forms/Further details from/to: District Education Office, Education Office, Swank House, Accrington (a.s. please). Closing date for all posts: 7th June, 1982.

**WEST GLAMORGAN**  
**County Council**  
**Lecturing Vacancies NEATH COLLEGE**  
The new Tertiary college will open in September 1982. Applications are invited for the following posts to commence in September or as soon as possible thereafter:  
1. Lecturer II in Mechanical Engineering. To teach a wide range of subjects including Mechanical Science, Engineering Design and Engineering Materials to Technician Education Council (TEC) Higher Certificate Level.  
2. Lecturer II in Electrical and Electronic Engineering. To teach a wide range of subjects including Light and Heavy Current Applications, Microprocessor Systems and Industrial Units to Technician Education Council (TEC) Certificate Level. Experience in microprocessors and related systems essential.  
3. Lecturer II in Production Engineering. To teach a wide range of subjects including Manufacturing Technology and Press Tools Technology at Technician Education Council Higher Certificate Level and Mechanical Engineering Craft Studies subjects up to City and Guilds Part III Level.  
Candidates for posts 1, 2 and 3 should be good honours graduates in appropriate disciplines and have served recognised apprenticeships. Industrial and teaching experience is also essential.  
4. Lecturer I. To teach Mechanical and Welding Craft Studies subjects up to City and Guilds Part III Level. Applicants should be suitably qualified, and have served a recognised apprenticeship in Welding or Mechanical Engineering.  
5. Lecturer I. To teach Welding to Advanced Level of City and Guilds. Applicants should be suitably qualified to teach a City and Guilds Certificate in Welding, and a Full Technicians Certificate in Fabrication.  
6. Lecturer I in Food Preparation. Mainly to teach Food Production and Food and Beverage Service to full and part-time students on City and Guilds Courses. Applicants should have appropriate qualifications and wide experience in Food Preparation in the Hotel and/or Catering Industry.  
7. Lecturer I in Government. To teach Government Subjects on Business Education Council (BEC) National Course and OCE Advanced Level British Constitution. The ability to assist in the teaching of Law, History, Social and Life Skills or General Studies would be an advantage. Applicants should be good honours graduates in an appropriate discipline. Teaching experience is highly desirable.  
Application forms (stamped addressed envelope please) may be obtained from the District Education Office, Neath, South Glamorgan Education Office, Cadogan Road, Neath. The closing date for receipt of completed application forms is Thursday, 10th June, 1982.

**Leicestershire**  
**WIGSTON COLLEGE OF FURTHER EDUCATION**  
**VICE-PRINCIPAL GROUP IV**  
An important post, available from 1st January, 1983, for which applications are invited by letter, accompanied by full details of age, qualifications and experience and the names and addresses of two referees, to the Director of Education (Ref: FE/C), County Hall, Glenfield, Leicester LE3 8RF; not later than 18th June, 1982.  
Further particulars available upon receipt of a.s.e.

**Leicestershire**  
**WIGSTON COLLEGE OF FURTHER EDUCATION**  
**VICE-PRINCIPAL GROUP IV**  
An important post, available from 1st January, 1983, for which applications are invited by letter, accompanied by full details of age, qualifications and experience and the names and addresses of two referees, to the Director of Education (Ref: FE/C), County Hall, Glenfield, Leicester LE3 8RF; not later than 18th June, 1982.  
Further particulars available upon receipt of a.s.e.

**Education Department**  
Applications are invited for the post of  
**PRINCIPAL**  
from 1st January, 1983 at the  
**Having Technical College**  
Salary Group 7 under Burnham FE Report plus London Weighting  
Further details and application forms are available (see please) from the Director of Educational Services (Ref: CQT), Education Department, Mercury House, Mercurys Gardens, Merford PM1 3DR. Closing date: 14 days after the appearance of this advertisement.

**DURHAM COUNTY COUNCIL**  
**NEW COLLEGE DURHAM**  
PRINCIPAL Leonard G. Bewsher, Aard, Dip. Ed. (Lond), B.Sc. (Econ), M.A., F.R.S.A.  
**DEAN OF FACULTY OF TECHNOLOGY**  
Applications are invited from appropriately qualified persons for the post of Dean of the Faculty of Technology in this college. The vacancy arises from the promotion of the present Dean. Candidates should hold a suitable combination of a professional qualification of standing, an Honours degree, or higher degree, and have had considerable administrative and managerial experience and responsibility in a similar post in a College and/or Polytechnic.  
The salary is calculated in accordance with the Burnham F.E. Report and is that of a Grade IV Head of Department. Appointment will date from 1st January, 1983 or earlier if possible.  
Further particulars and application form, returnable by 18th June, 1982 may be obtained from The Principal, New College Durham, Framwellgate Moor, County Durham DH1 2ES, on receipt of a stamped addressed gummed label.

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UNIVERSITY APPOINTMENTS continued MILTON KEYNES THE OPEN UNIVERSITY FACULTY OF SCIENCE TEMPORARY LECTURER: BIOTECHNOLOGY

The Open University is seeking a temporary lecturer in biotechnology to join the University's Education Programme. Applications are invited for a three-year post as Lecturer in the Open University. This appointment is for a temporary period of 18 months...

KENT ASSOCIATION OF GENERAL SECRETARIES

A post of General Secretary of the Kent Association of General Secretaries is available. The successful candidate will be responsible for the day-to-day running of the Association...

Fellowships, Studentships and Research Awards

Applications are invited for the temporary (2-year) Research Associate in the above field, which is part of the Department of Education. The person appointed will be responsible for the selection and diagnostic purposes...

Colleges of Higher Education

Other Appointments: LONDON PART-TIME LECTURERS. Read to teach Banking, Accounts and two subjects up to 18 hrs per week (day-evening class). Please send CV to: Tutorial College, 11-23, 893/78. (05937) 340086

SLOUGH BLOUGH COLLEGE OF HIGHER EDUCATION DEPARTMENT OF COMMUNICATION AND INDUSTRIAL STUDIES Applications are invited to teach French, German and Spanish.

EDINBURGH GODFREY THOMSON UNIT FOR EDUCATIONAL RESEARCH Applications are invited for the temporary (2-year) Research Associate in the above field...

Adult Education

HAMPSHIRE LYMINGTON COMMUNITY ASSOCIATION Applications are invited for the post of Adult Education Officer. The successful candidate will be responsible for the development of educational and diagnostic purposes...

BIRMINGHAM Assessment Centres

BIRMINGHAM CITY OF BIRMINGHAM Teacher/Instructor (Brickwork) Scale 5, £635-£780 per annum. Further details and application forms may be obtained by sending S.A.S. to: Vice-Chancellor, Slough College of Higher Education, Slough, Berks SL1 1YG.

Youth and Community Service

BIRMINGHAM COMMUNITY ARTIST WITH DRAMA SKILLS Applications are invited to join with established Youth and Community Services. The successful candidate will be responsible for the development of educational and diagnostic purposes...

BRISTOL METHODIST CHURCH - BRISTOL METHODIST CHURCH OF KEVINHAM WARDEN/YOUTH JNC Scale 3 (1-5)

CLWYD COUNTY COUNCIL DEPARTMENT OF RECREATION Applications are invited for the post of Youth and Community Officer. The successful candidate will be responsible for the development of educational and diagnostic purposes...

THE GREENWICH YOUNG PEOPLES THEATRE

Two Actor/Teachers This company provides a professional Theatre-in-Education service for schools, also Theatre Arts activities for young people in their leisure time. We are seeking two company members with T.I.E. experience (to commence 1st September 1982) to contribute to their range of activities.

HAMPSHIRE LYMINGTON COMMUNITY ASSOCIATION Applications are invited for the post of Adult Education Officer. The successful candidate will be responsible for the development of educational and diagnostic purposes...

LONDON EDUCATION AND EMPLOYMENT PROJECT Applications are invited for the post of Lecturer. The successful candidate will be responsible for the development of educational and diagnostic purposes...

NORTHAMPTONSHIRE COUNTY YOUTH CENTRE

Advertisements for Work/Organiser Applications are invited from qualified and experienced persons for the post of Work/Organiser. The successful candidate will be responsible for the development of educational and diagnostic purposes...

YOUTH AND COMMUNITY LONDON INNER LONDON EDUCATION AUTHORITY Applications are invited for the post of Youth and Community Officer. The successful candidate will be responsible for the development of educational and diagnostic purposes...

WARWICKSHIRE STRATFORD-UPON-AVON YOUTH LEADER (J.N.C. Scale 3) Applications are invited for the post of Youth Leader. The successful candidate will be responsible for the development of educational and diagnostic purposes...

WARWICKSHIRE STUDY LEADER (J.N.C. Scale 3)

Applications are invited for the post of Study Leader. The successful candidate will be responsible for the development of educational and diagnostic purposes...

BOTSWANA MALU A PULA Applications are invited for the post of Lecturer. The successful candidate will be responsible for the development of educational and diagnostic purposes...

CHRYSTIAN TEACHERS Applications are invited for the post of Christian Teacher. The successful candidate will be responsible for the development of educational and diagnostic purposes...

GRECE

Teachers to teach English as a second language. Applications are invited for the post of Teacher. The successful candidate will be responsible for the development of educational and diagnostic purposes...

Key English Language Teaching Scheme

The KELT Scheme is part of Britain's programme of aid to developing countries under which ELT specialists serve in key posts in 40 countries. The posts listed below are available from September 1982, are among the 150 established under the Scheme.

IVORY COAST

ESP Lecturer Institut National Supérieur de l'Enseignement Technique (INSET), Abidjan. Reference: 82 K 42. Duties: To teach ESP in mechanical engineering, electrical engineering, electronics and metallurgy to classes of 15 French speaking students...

THE BRITISH COUNCIL

Further applications are also invited for the following posts: OMAN 2 Inspector/Teacher Trainers, Ministry of Education, Wusta and Buraimi. Reference: 82 K 35-36. SYRIA 2 English Language Advisers, University of Aleppo. Reference: 82 K 37-38.

ELT in Francophone Africa

Further applications are invited for the following posts which are funded under Britain's programme of aid to ELT in Francophone Africa. Participants in student seminars and in-service seminars for secondary teachers. Special Qualifications: 3 years tertiary experience including TEFL and teacher training and at least 2 years in a developing country. Fluent French is essential. RSA Certificate in TEFL desirable.

BURUNDI

Lecturer, Department of English Language and Literature, Faculty of Arts and Humanities, University of Burundi, Bujumbura. Reference: 82 K 24. Duties: To lecture at any of the levels of the 4-year course to Licence, mainly language skills but including a study of the structure of English and of British culture; to supervise secondary level teaching practice; to supervise 4th year students preparing dissertation; to participate in student seminars and in-service seminars for secondary teachers.

RWANDA

Lecturer in Applied Linguistics, Department of English, Faculté des Lettres, Université Nationale du Rwanda, Ruhengeri. Reference: 82 K 23. Duties: To lecture at all levels of the course to Licence in Applied Linguistics related to the teaching of English at secondary level and to include the history of and a study of the English Language (the course may include lexical analysis, grammar, phonology, theories of communication and language learning); to assist and direct the research of students preparing their final dissertations; to liaise with the Bureau Pédagogique d'Enseignement Supérieur in Kigali in connection with in-service teacher training course. Special Qualifications: MA/MSc in Applied Linguistics and 3 years tertiary teaching experience in a developing country.

THE BRITISH SCHOOL OF BRUSSELS (Upper School)

Requires for September: A TEACHER OF CHEMISTRY. Applicants should be good Honours Graduates with several years experience at all levels up to Oxbridge entry. Applications immediately with full curriculum vitae to: The Headmaster, The British School of Brussels, Steenvoer on Leuven 19, 1980 Tervuren.

The Anglo-American School of New York

Requires for September 1982 a MATHEMATICS Teacher and a BIOLOGY/CHEMISTRY Teacher. Both positions require the ability to teach up to International Baccalaureate Higher Level. Three year contracts. Attractive salary paid in U.S. Dollars. Interviews in London in late June. Apply in writing to: J. E. Parkes, Headmaster, The International School of London, Crowndale Road, London NW1, giving full c.v. and the names of two referees.

CAMBRIDGESHIRE SOCIAL SERVICES KNEESWORTH HOUSE SCHOOL KNEESWORTH, NR ROYSTON, HERTS Qualified Teacher Salary range: £4,653 - £7,869. Kneesworth House is a community home, with education, for some 54 disturbed and often delinquent boys of above average intelligence. The school seeks, through counselling, flexible teaching and caring attitudes, to help them deal with their problems.

WIRRAL Metropolitan Borough of Wirral YOUTH AND COMMUNITY WORKER - £6,741-£7,578 (Pay award pending). Experienced and qualified person with drive and initiative to work from the Turntable Youth Club as Local Education Authority Club Leader and as a member of the Area Team.

SOMERSET EDUCATION AND CULTURAL SERVICES COMMITTEE Community Education Service WARDEN Taunton Youth and Community Centre Salary JNC Range 4 (6-9), currently £8,748 to £9,753 per annum. A qualified and experienced worker is required for this key post by 1 September or as soon as possible.

Richmond Upon Thames Education Committee Appointment of Principal Richmond Adult College. Current Salary in the range of £16,917 - £17,848 inclusive of Outer London Allowance. Applications are invited for the appointment of Principal of this Group 4 Adult Education College. The vacancy arises from the retirement of the present Principal, Mrs P. M. Leslie, OBE.

GATESHEAD METROPOLITAN BOROUGH COUNCIL Department of Education COMMUNITY EDUCATION TEAM LEADER £8,748 - £9,753 (Salary Award pending). AREA COMMUNITY EDUCATION LEADERS (3 posts) £7,786 - £8,748 (Salary Award pending). Applications are invited for the above posts from persons with appropriate qualifications and suitable experience, which will preferably have been in teaching and youth and community work.

SOMERSET COUNTY COUNCIL Somerset County Council has recently allocated additional funds to the Community Education Service to enable it to respond to the needs of the growing number of young unemployed people in the County, especially those who are not attracted by more formal provisions. Applications are now invited for the following posts to be filled from 1 September, 1982: 1. County Co-ordinator for Social and Life Skills/Outreach Worker, Bridgwater/Burton-on-Straight JNC Range 3 (4-8) £7,395 to £8,271, per annum.

WARWICKSHIRE STRATFORD-UPON-AVON YOUTH LEADER (J.N.C. Scale 3) Applications are invited for the post of Youth Leader. The successful candidate will be responsible for the development of educational and diagnostic purposes... GRECE Teachers to teach English as a second language. Applications are invited for the post of Teacher. The successful candidate will be responsible for the development of educational and diagnostic purposes... HONG KONG ENGLISH SCHOOLS FOUNDATION Applications are invited for the post of Lecturer. The successful candidate will be responsible for the development of educational and diagnostic purposes... QUAKER PEACE & SERVICE LEBANON BRUMMANA HIGH Primary section. Experienced teacher able to teach English, Mathematics, Science, and History. Reference: 82 K 21. MADRID ST. ANNE'S SCHOOL Applications are invited for the post of Teacher. The successful candidate will be responsible for the development of educational and diagnostic purposes...

OVERSEAS (continued)

NETHERLANDS THE BRITISH SCHOOL IN THE NETHERLANDS (H.M.C. G.R.A. (Independent) Institute for Secondary Education) ...

PARIS FRENCH WOMAN TEACHER, 58, Dr on Letters, Psychology, Education, ...

QATAR

GOVERNMENT OF THE STATE OF QATAR MINISTRY OF DEFENCE ...

SINGAPORE Trained TPL Teachers needed now in Singapore ...

SPAIN Spanish Math/Science Teacher for Sent. 82, Coast del Sur ...

SAUDI ARABIA

INTERNATIONAL SCHOOLS Fully qualified teachers wanted (men and women) ...

SIERRA LEONE Wanted young qualified teachers (live-in conditions) ...

SPAIN EFL teachers required for Sent. 82, Coast del Sur ...

SPAIN

Experienced and qualified English teachers required for work in Valencia ...

SPAIN Teacher of English required for Sent. 82, Coast del Sur ...

SPAIN EFL teachers required for Sent. 82, Coast del Sur ...

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Experienced and qualified English teachers required for work in Valencia ...

SPAIN Teacher of English required for Sent. 82, Coast del Sur ...

SPAIN EFL teachers required for Sent. 82, Coast del Sur ...

SPAIN

International Foreign Language School in West Germany ...

SPAIN Teacher of English required for Sent. 82, Coast del Sur ...

SPAIN EFL teachers required for Sent. 82, Coast del Sur ...

SPAIN

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SPAIN Teacher of English required for Sent. 82, Coast del Sur ...

SPAIN EFL teachers required for Sent. 82, Coast del Sur ...

EFL TEACHERS

Full-time teachers of English in Valencia, Murcia, and Alicante ...

Administration Local Education Authority

STOCKPORT METRO SWIMMING CLUB CHIEF COACH

LANCASHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

NOTTINGHAMSHIRE COUNTY COUNCIL ADMINISTRATIVE

Senior Advisory Officer for Primary Education

West Sussex County Council

Nottinghamshire County Council

Senior Administrative Officer

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Science & Mathematics Education Overseas

The following posts are funded under Britain's programme of aid to developing countries.

GHANA Lecturer in Science Methods

GHANA Lecturer in Science Methods

GHANA Lecturer in Science Methods

GHANA Lecturer in Science Methods

GHANA Lecturer in Science Methods

GHANA Lecturer in Science Methods

GHANA Lecturer in Science Methods

GHANA Lecturer in Science Methods

GHANA Lecturer in Science Methods

BRITISH AEROSPACE

British Aerospace requires an Electronics Instructor to join our team of highly qualified and experienced teachers ...

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Senior Advisory Officer for Primary Education

Currently £15,525 - £16,680

West Sussex County Council

Senior Administrative Officer

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Senior Administrative Officer

£9,528 - £10,581 pa (PO1 3-7)

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Teaching English Overseas

KOREA Teacher of English

Teaching English Overseas

KOREA Teacher of English

Teaching English Overseas

KOREA Teacher of English

ADMINISTRATION L.E.A.

HARROW EDUCATION CAREERS SERVICES ADVISER APS

LANCASHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

NOTTINGHAMSHIRE COUNTY COUNCIL ADMINISTRATIVE

Senior Administrative Officer

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

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Nottinghamshire County Council

Government of Papua New Guinea

Applications are invited from suitably qualified people for the following posts with the Papua New Guinea Department of Education in January 1983.

1. NATIONAL INSTITUTIONS DIVISION

Approximately 38 positions are vacant throughout the country in our National High Schools, at the following levels: PRINCIPAL - Salary K17,730 (£13,629)

2. COLLEGE OF EXTERNAL STUDIES

Vacancies here are for Course Writers, at the following levels- SUBJECT DEPARTMENT HEAD (Course Development) - Salary K14,980 (£11,535)

3. TECHNICAL EDUCATION DIVISION

A. Lecturers are required for Certificate courses in the following fields- Pos. No. A1 Building

Pos. No. A4 Civil Engineering

Pos. No. B1 Secretarial

Pos. No. B13 Technical Communication

Pos. No. C1 Inspector-Commerce/Business Studies - Salary: K19,195 (£14,780)

Pos. No. C2 Staff In-Service Training - Salary: K17,730 (£13,652)

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